

THE CLEARING HOUSE

*A journal for progressive junior and
senior high-school people*

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No. 6

Editorial

At the request of the editors, this issue deals with progressive practices on the Pacific Coast. The associate editors in the Far West were asked by the chairman for the February number to solicit articles from educators in their neighborhood on progressive practices in school organization, administration and supervision, curriculum development, guidance, and classroom procedures. Thus, this number is composed of articles which some of those contacted by the editors were able to write.

The scope of this plan makes perhaps for a lack of unity. All the articles, however, deal with progressive practices. To that extent they are unified. It may be argued that progress is a relative term. To one it means reduction in school costs, a movement towards the little *red* schoolhouse, elimination of fads and frills; to another indoctrination of political, economic, and social concepts favorable to the interests in which he is involved; to another (thanks be that he is a rare bird) the teaching of facts and principles rigidly divorced from their relation to the problems of the day; to another the activity program and creative work around the interests of boys and girls; and to another frank discussion of local and national problems to an extent determined by the interest of the teacher and pupils.

Of one thing I feel sure—the West Coast is (to quote from a letter from Dr. F. J. Weersing written in connection with this number) “tremendously stirred by the social

and economic developments of the last few years and is making great efforts to adapt school programs to the changing needs of society. . . . Specifically, in place of the exclusive emphasis on the benefits to be secured by the child, it is now realized that the primary emphasis should be placed upon the social-science aspects of many subjects so that each subject may freely illumine life and lead the child into a greater and greater participation in the activities of the group.”

While no attempt was made to have the following articles bring out this philosophy it is felt that a careful reading of nearly every article will disclose evidence that the West Coast is trying to enable the present generation of school children to live successfully in the new social order now emerging.

W. L. N.

FORTHCOMING FEATURES

The editors are glad to be able to announce that the March number of *THE CLEARING HOUSE* will be under the general editorial direction of Mr. Frederick Redefer, executive secretary of the Progressive Education Association. The articles that will appear in that number are centered about the general theme of the relations between the school and the community, with special emphasis on the need for vital coöperation in practical activities among parent-teacher associations and other organizations that contribute towards community education.

Organization of the Los Angeles City Schools

Willard S. Ford

EDITOR'S NOTE: *Dr. Willard S. Ford is Chief Deputy Superintendent of the Los Angeles city schools. He has outlined in this article the sweeping reorganization of the city school system which went into effect on July 1, 1934.* W. L. N.

CHANGES in the administrative organization of a large political unit are ordinarily difficult to achieve because of the inertia of the large organization. When they do occur they are usually gradual developments. Occasionally a combination of circumstances or political upheaval makes possible rapid and extensive change.

A number of important changes have been made in the administration of the Los Angeles city schools which are unusual because of the size of the organization and the nature of the changes made. In July of 1933 the board of education approved a survey of the Los Angeles city school system. The general objectives of the survey were as follows:

1. To survey the assignment of functions to the departments, divisions, and offices of the school system, and to analyze the procedures used in the performance of these functions
2. To evaluate the present organization as the agency for performing the desirable functions required to conduct the educational program
3. To develop a recommended organization designed to eliminate present difficulties and improve administrative procedures

THE SURVEY PERSONNEL

The authorization of the board of education specified that the survey should be directed by Osman R. Hull, professor of educational administration at the University of Southern California, and the writer, and that a survey advisory council should be

established, to be made up of the following members:

W. W. Kemp, dean of the School of Education, University of California at Berkeley; Marvin L. Darsie, dean of the School of Education, University of California at Los Angeles; Lester B. Rogers, dean of the School of Education, University of Southern California; Grayson N. Keffauver, dean of the School of Education, Stanford University; Arthur W. Eckman, member of the Los Angeles City Board of Education; Edward W. Hauck, member of the Los Angeles City Board of Education, chairman of the advisory council.

The functions of the advisory council were:

1. To consider and recommend problems to be studied, in coöperation with the directors of the survey and the Board of Education
2. To advise with the directors of the survey concerning the reports and recommendations made to the Board of Education

Practically all of the officers of the central administrative and supervisory staff participated in providing the data and information necessary for this survey. Numerous committees of teachers, principals, and staff officers participated in determining the scope of the studies to be included in the survey, and in developing desirable procedures to meet present needs and difficulties. At different times throughout the year graduate students of the University of Southern California served as research assistants in gathering and tabulating data.

The survey report was presented to the board in the spring of 1934 and the major recommendations were approved. The processes of making the changes have been continuous since the first of July 1934, and the schools are now operating under the new organization.

THE CENTRAL ADMINISTRATIVE ORGANIZATION

A large number of services are required to conduct the modern school system. While these services may differ in degree and somewhat in kind, the majority of the functions are common to all school organizations. Wealthier communities tend to provide more extensive services or services of better quality. In the larger districts certain advantages are realized by more extensive division of labor and increased specialization of services. Even though the services furnished in various school districts may be much the same, the distribution of these services among the personnel of the organization differs widely from city to city. Not only is there wide difference in the distribution of functions, but the relations of positions to each other and to the board of education are unique in each community. These differences may be due to the legal requirements of the State or district, to the particular abilities of staff members, or they have resulted entirely from a traditional and accidental development.

The success of any enterprise is not entirely dependent upon the organization. The best organization may be staffed with poor personnel and result in mediocre service. On the other hand, a superior personnel may perform excellent service even under an unsatisfactory organization. Most efficient service may be expected to result when both the organization and the personnel are of highest quality.

PRINCIPLES OF SCHOOL ADMINISTRATIVE ORGANIZATION

No conclusive evidence has been gathered to show that one particular type of organization in the distribution of functions or the establishment of relationships is superior to all others. However, the results of experience in school administration have developed certain principles which serve as criteria for effective school administrative organization. The following principles are

presented as a basis for evaluation of the present organization of the Los Angeles city school system:

1. Responsibility for administration should be definitely fixed by the centralization of authority for each unit of service in one individual.
2. The board of education should exercise control of the administration by the following methods:
 - a) Selection of a properly qualified chief executive
 - b) The adoption of policies, rules, and regulations for the administration of the school system
 - c) Consideration and adoption of the budget
 - d) Proper accounting for funds, materials, and service
 - e) Detailed reports of the administration of the board policies and the achievements of the educational organization
3. Functions and relationships of each position must be clearly defined to fix responsibility, prevent overlapping, and ensure the performance of required services.
4. Management service must be subordinated to instructional service.
5. Service of a single type should be centralized to prevent duplication of effort and inefficiency.
6. Assignment of responsibility for any type of position must be on a single base to ensure clearly defined relationships. Service cannot be divided on both a geographic and functional base without confusion.
7. Authority concerning the administration of policies should be delegated to the staff officers responsible for their administration. This will prevent unnecessary delay.
8. The organization must make possible a desirable uniformity of educational service.
9. Specialization must be secured for efficient performance of special services.
10. All agencies must be coordinated in their service to the teaching situation.
11. Proper distinction must be made between authoritative and advisory relationships. The former are line relationships and the latter are staff relationships.
12. The number of people required to complete a transaction, solve a problem, or make a decision should be a minimum which recognizes fixed responsibility and established relationships.
13. Recommendations of users of materials and services should be considered in the determination of the character of the materials and services provided.
14. The organization must provide for continuity of educational growth and development of pu-

pils as they pass from the kindergarten through the junior college.

The application of these principles to a school or organization would enable the staff to render a most efficient and effective service.

MAJOR CHANGES IN ORGANIZATION

Probably the most fundamental change is the centralization of administrative responsibility in the superintendent of schools. Prior to July 1 the heads of the following four departments—superintendent's department, business department, auditor's department, and the secretary's department—were all directly responsible to the board of education. The reports of these offices were presented by the heads directly to the board of education, which was the only unifying agency. The new organization has established a superintendent's advisory council, which consists of the superintendent, the chief deputy superintendent, and the heads of the six major divisions. This advisory council reviews all the reports of the division heads before they are submitted to the board of education and considers the establishment or modification of administrative policies. By this procedure the administrative staff checks all reports as they apply to the different divisions and ensures that they are in keeping with the rules and regulations of the board and the established budget for the year.

The second major feature in the reorganization is the functional organization of divisions. So far as possible, each special function has been centralized in a division. The entire instructional program, which includes the curriculum section, has been placed under a deputy superintendent. A division of budget and research has been established with three sections—administrative research, budget, and educational housing. Auxiliary service activities and personnel administration have been placed under a deputy superintendent in charge of service activities. These functions were formerly

distributed among the assistant superintendents.

One of the major changes is the centralization of all personnel administration—both certificated and noncertificated—under an assistant superintendent. While the certificated employees have been protected by the State Tenure Law, there has been no assurance of permanence of employment for noncertificated personnel. A civil-service procedure has been approved by the board of education. While this does not now have legal status, it is hoped that legislation will be enacted at the next meeting of the Legislature to recognize this civil-service procedure. A civil-service commission, consisting of the deputy superintendent in charge of service, the assistant superintendent in charge of personnel, and the director of the division of budget and research, is charged with the responsibility of developing policies for the control of personnel and to hear all cases of appeal by employees.

The Los Angeles city school district is one of the largest in the United States. This area embracing over 1,000 square miles extends from the central office a distance of 40 miles into the San Fernando Valley and 25 miles in the opposite direction to the Los Angeles Harbor. It includes a highly congested metropolitan center, a large area of rural sections, and many square miles of mountainous country. The extent and variety of the conditions existing in the district make it difficult, if not impossible, for a central administrative office to be sensitive to the particular needs of the various areas.

The new organization divides the city into six areas and places an assistant superintendent in charge of the entire instructional program for each area. So far as possible, managerial duties having to do with various services to the schools have been retained in the central office. The assistant superintendents and their staffs of supervisors are primarily concerned with the maintenance and improvement of an effective instructional program. Offices have been established for

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these assistant superintendents in the areas which they serve.

Unity of the instructional program is retained through a number of coördinating agencies. The assistant superintendents are all directly responsible to the deputy superintendent. The course-of-study section provides for a uniform curriculum. Specialists in the course-of-study section unify the supervisory activities in the special fields of art, music, orchestra, physical education, and counseling.

The period of operation of the new organization has been too short; two results are already apparent: the relationship of various departments have been definitely unified and coördinated, and increased effi-

ciency has been effected in the work of the board of education. The establishment of the instructional areas has definitely stimulated the instructional program. The assistant superintendents have established regular seminars for the principals of the schools for the purpose of an organized study of their problems. The new position of director of instruction has placed a new emphasis upon the supervisory function. There is also indication that the various school levels will be more closely integrated because they are under the direction of the same assistant superintendent. Minor changes and modifications have been and will continue to be made as experience shows need for change.

A Thought for Today

Every State in the Union has some sort of regulation concerning fire drills for public schools. In most cases the rules are laid down by the principal of the school and the children are drilled according to his instructions. A few schools have regular fire-drill periods, but many are very irregular.

It has been my opportunity to witness many of these performances and, much to my surprise and disgust, the whole matter is treated rather lightly.

A few years ago a number of children were burned to death in a fire in a public school. The investigation showed that the fire drills had been carried on very regularly. Every child in the school knew the day, the hour, the direction, the line to follow, and the exit door, during each exhibition. When the fire actually broke out they found one of the exit doors blocked by the blaze. Having been so highly systematized with exact directions, they were unable to meet a practical situation when

they found their exit shut off. The result was that a number of the boys and girls lost their lives.

In view of the above, I would like to make a practical suggestion. The principal or one of his deputies ought to pretend at each fire drill that one of the doors in the building is blocked. It ought to be a surprise to the students for they will have to decide for themselves the best way out. There may be a little irregularity at first, but with the proper publicity campaign, the boys and girls will be taught to think for themselves. They should be instructed very definitely that the first thing to do when they enter an audience is to select the nearest exit—in case—?

Personally, I have found this a very comforting habit, because I unconsciously select my most convenient exit every time I go to a theater or any public gathering.

MAURICE S. HAMMOND

Creative Education at the South Pasadena Junior High School

G. Derwood Baker

EDITOR'S NOTE: Every one acquainted with public education in Southern California knows something about the impulses to creative living which are being generated by the informal and friendly but stimulating atmosphere of the South Pasadena Junior High School, which in its cultural and artistic emphasis is but an expression of the personal life and vision of its principal, Mr. G. Derwood Baker, and the staff with which he has surrounded himself. In this article Mr. Baker has embodied a few of the high points of his program into a graphic narrative of the work and achievements of an unusually successful junior high school.

F. J. W.

BEAUTIFICATION of the school has become the central motivating theme around which pupil morale is rallied at the South Pasadena Junior High School. Social control, care of the grounds, preservation of school property, pride in high achievement, all get much of their motivating force from the pride which the pupils feel in their beautification program, and from the conviction on the part of the student body that it is having a definite part in the creation of the school. Members of the student body genuinely feel that the school belongs to them. Graduates return to see what new developments have taken place and bring their friends to admire. Pupils and citizens have every reason to believe that this school may become one of the art treasures of Southern California.

The effect of this creative force can be best caught by a visit to the school. Upon entering, the visitor will sense the free atmosphere of the place. A member of the courtesy committee will greet him and offer assistance. First of all, his guide will want to show him the Fountain Court. Here is a small patio enclosed by classrooms and arcades. In each corner is a small informal

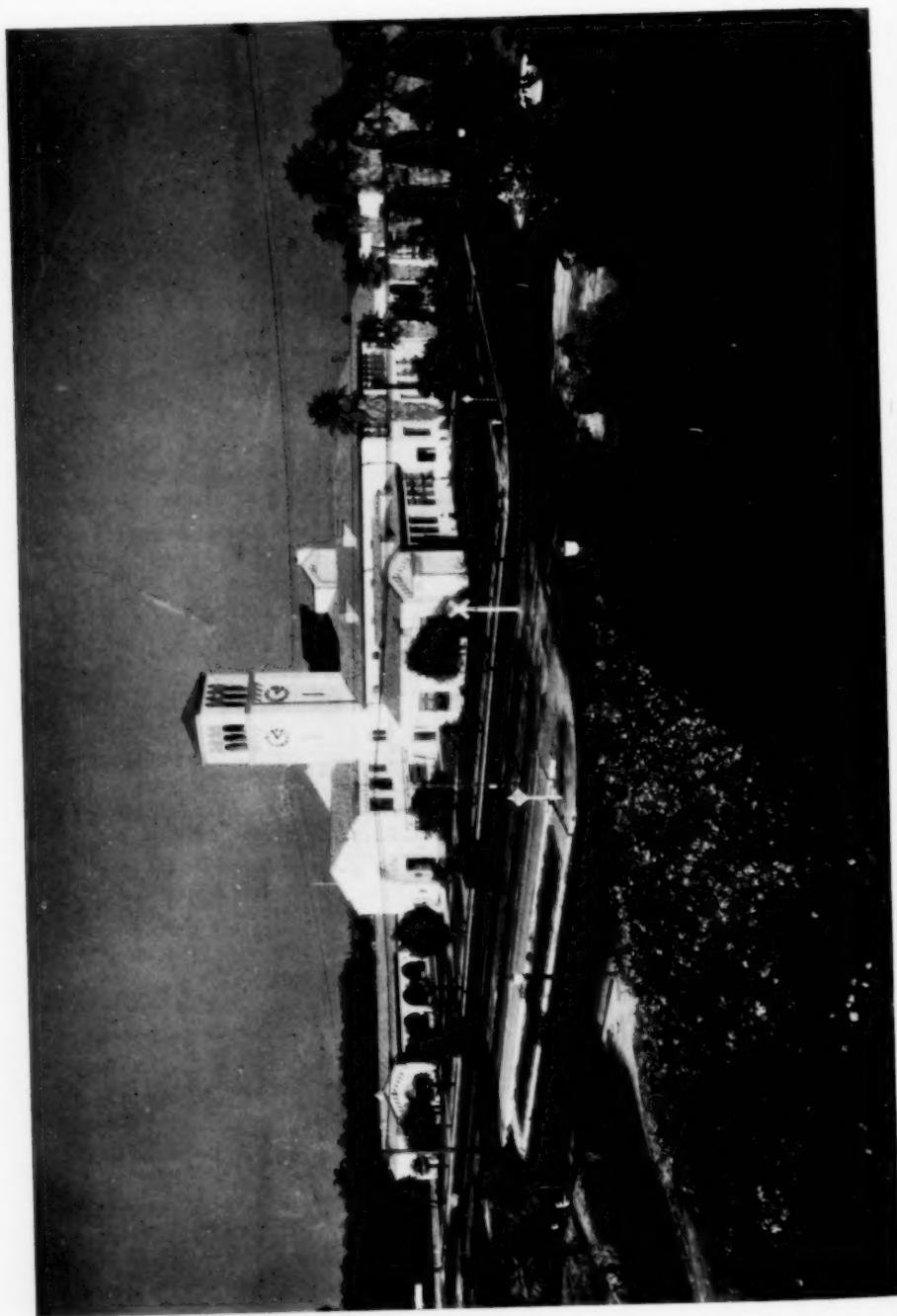
garden dominated by a royal palm and cluttered with brightly blooming shrubs. In the center is a Spanish-tile fountain, spurting jets of water into the air to fall back again into the pool. On one of the walls is a ceramic plaque, created by one of the boys, representing a youth preoccupied with a book, with the legend: "A book's a magic sort of thing that makes you sailor, chief, or king." The youthful guide will explain that the development of the patio is the work of a previous generation of students. One graduating class planted the garden. Another year, the art classes conceived the fountain. The mechanical-drawing pupils made the blue prints; boys did the excavating; the boys in the woodshop built the forms and mixed and poured the concrete. The tile was manufactured from student designs and an expert tile-setter was employed to do the tile-setting. All the money for this enterprise was raised by the student body. The guide will explain that it is all a part of a perennial beautification campaign. Beginning in 1928, with the purchase of small ornaments for halls and stage, the student body has acquired the tradition of each year adding something to the beauty of the school. Every year a major beautification project is selected and the necessary funds for its fulfillment raised.

Come now to the library. Here is a wall hanging, fourteen by nineteen feet, conceived and executed by the ninth-grade art students. After each pupil had submitted a design, the class combined the best ideas and made a full-scale drawing on heavy detail paper. This outline was then transferred to linen. The outline was crayoned and ironed in for a color margin and the intervening pattern painted with cold water anilin dyes.

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GENERAL VIEW, SOUTH PASADENA JUNIOR HIGH SCHOOL

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Pupils and art critics both agree that the library has been enriched by this beautiful hanging more than if a twelve hundred dollar antique tapestry had been acquired.

Another beautification project is a mural, fourteen by forty-nine feet, covering an entire wall in the cafeteria. Again the project was the conception of the ninth-grade art class. The mural tells the story of "Foods of the Nations." Beginning on one side with Southern California orange pickers, the people of Mexico, Brazil, the South Seas, Japan, Persia, Africa, Italy, Russia, and Norway, with their respective food contributions, are represented. Thirty-two pupils participated in applying the color to this wall, while a proud and admiring student body looked on with the feeling that it was acquiring a vested interest in the school.

The next school beautification project is found in the Theater Court. Here, in a perfect natural setting, are three mural panels, each ten by fourteen feet, done by one of America's most brilliant young artists, Millard Sheets, in the Italian primitive method on fresh plaster. The theme for these priceless possessions of the school, representing contemporary life in Southern California, was worked out by social-studies groups. Panel number one depicts "The Sea, Industry, and Trade," number two gives glimpses of Los Angeles and the complexities of city life, and number three combines the mountains and Mount Wilson's astronomical observatory with rural agricultural occupations.

It was through a fortunate coincidence that these frescoes were acquired. A friend of the school invited Mr. Sheets to give the pupils advice on their beautification program. The young artist was so carried away by the achievements of the boys and girls themselves and by the possibilities afforded by these walls that he volunteered his services to produce the frescoes. A year and a half of his available spare time and that of his assistant, James Patrick, was devoted to the project.

Mr. Sheet's effort was not wasted, for the art students caught the spirit of his work and wanted to attempt a fresco of their own. They have now completed two of four student frescoes depicting early California history. Panel number one shows the coming of the Spaniards, with Cabrillo trading with the Indians. Panel number four shows the coming of the tourists and the first railway train to the pueblo of Los Angeles. Panels two and three, to be completed this year, will depict the coming of the mission fathers and of the gold miners.

After this general survey of the grounds, during which the visitor should have caught something of the atmosphere of the school, let us go to the library. Here is a hive of activity. More than one hundred pupils are busily working. Teachers are walking about among them. One group of teachers and pupils is working over the picture file, another is browsing along the fiction shelves. The librarian tells us that a science, a social-studies, and an English class, with their teachers, are scheduled for the library this period. Under supervision, the pupils are looking up material necessary for the unit of work upon which they are engaged. The library is the nerve center of the school. It can seat one seventh of the school's pupils and each period in the day one or more classes are to be found at work here. The study hall, for ninth-grade pupils, is located directly across from the library and the pupils pass back and forth freely. The librarian is a fully trained person who not only assists teachers in arranging material in their units of work, but keeps them informed concerning professional material in which they should be interested. Near the entrance to the library stands an interesting case. The librarian calls it her "hobby case." Each week it is loaned out to some pupil who has a collection or display of material which he would like to arrange and exhibit. The use of this case is scheduled for many weeks in advance.

It is time now that we looked into a class-

room to see if the friendly, informal atmosphere of the school is translated to class activities. Here is a social-studies group working on a municipal government unit. Some of the pupils are at a table over some charts; others are working silently at their desks. There is a conference in one corner with the teacher. Some of the pupils are at the library. Two pupils have been excused to go to the City Hall for information. This unit of work embodies a score of assignments; some are routine, some call for research, some call for abstract ability and creative power. There is such variety in the unit that it meets the interests of each pupil and provides for individual differences in capacity. No formal recitations are held but there are evaluation periods when pupils criticize their own work, and there are reporting periods when committees and individuals tell the group what they have learned. Such a procedure differs radically from a recitation, in that pupils are bringing to the group and perhaps to the teacher new information which is pertinent to their problem.

We come now to an English class. Pupils are silently reading books which they selected at the library the day before. A few pupils are out of class now exchanging books which they have not found interesting. When asked what she is trying to accomplish, the teacher replies that she is trying to improve the reading tastes and interests of these boys and girls, that her ideal is to get them interested in reading, of their own volition, the best literature being published for boys and girls of their own age. She feels that that is the best guarantee she can have that they will read the best literature for their age when they become mature adults. Walking around the class, we find that pupils are reading Newbery Prize Novels such as *Gay-Neck*, *The Trumpeter of Krakow*, and *Invincible Louisa*, as well as Junior Literary Guild books such as *Young Fu of the Upper Yangtze*, *The Flood Fighters*, and other miscellaneous types. The teacher's criterion of

her own success is: "Are these boys and girls, through the experiences of this class, improving their literary tastes?"

A second English class is working on a reading unit entitled: "Children of Many Lands." Through the books available in the school and the city library, they have read novels, stories, and nonfiction references on Holland, France, Russia, China, Germany, and other countries. In the pursuit of literary entertainment they are acquiring information about the history, geography, customs, and folkways of the peoples of the earth. While learning about the past, the orientation of their interest is in the present, which as L. Thomas Hopkins has said is the demarcation between experiences which inhibit and experiences which stimulate growth in the individual.

In a science class, we find pupils judging samples of soap which have been manufactured in kitchens at home. The winner of the soap-making contest will receive special recognition in assembly. Outside the next science classroom is a bulletin board upon which is posted the day's weather prediction. In a mathematics class, a broker is explaining the actuarial basis of insurance to an eighth-grade group. It is a part of their unit on percentage.

The next room we enter looks more like a living room than a classroom. This is the eighth-grade homemaking room. Bit by bit, year by year, through cooked food sales, plays, and special programs, the girls who have taken this course have earned money with which to refinish their room. The color scheme of the walls and ceiling is done in three tones of yellow; the woodwork is soft green; at the window hang bright glazed chintz curtains in which yellow hues predominate. There is a large artificial fireplace which was made by the boys in the woodshop. Wall bookcases, a settee, a wing chair, a fireside cobbler's bench, a cricket, two butterfly tables, a large refectory table with benches, and a floor lamp give to this room a homelike atmosphere. All these articles of

furniture were planned and paid for by the girls and executed in the woodshop. This group is working out budgets for real and imaginary families in this community as a part of its unit on home management. They have planned family recreation and entertainment. During their unit on child care, a mother brought her baby to school and bathed it before the girls. They have visited a nearby kindergarten; they have given an afternoon party for small children, each girl inviting a tiny guest and helping with the preparation of gifts, favors, and appropriate games. They have prepared and served a dinner for their fathers, furnishing not only the dinner, but a delightful program.

What about getting a copy of the course of study? The truth is that no formal published courses exist. In each department the teachers are organized with a temporary departmental chairman. In departmental meetings, plans are laid for the year and units of work are planned. Frequently, successful units are repeated from year to year, but no limitation is laid upon the development of a new unit, except the approval of the principal and the teachers of the department.

In grades seven and eight there are no electives. English, social studies, general science, mathematics, art and music, practical arts, and physical education are required of all. In the first semester of the eighth grade general business training takes the place of general science. In the second semester an introductory course to foreign language takes the place of social studies. No pupil is asked to elect a ninth-grade subject which he has not had ample opportunity to explore in the seventh or eight grade. Thus does the school attempt to fulfill the exploratory purposes of the junior high school as stated by Thomas H. Briggs.

The special exploratory course in foreign language aims to give pupils an adequate understanding of language origins and of the significance of language in an internationalized world. In the last nine weeks of the course, through the medium of Esper-

anto, the pupils make a study of the science of language. Esperanto, free from irregularities, is used to illustrate principles of language construction in much the same way as the frictionless car or the glass model suction pump is used as a demonstration unit in physics. In the study of Esperanto, each pupil is required to demonstrate his capacity to succeed in handling foreign-language tools. The responsibility rests upon the teacher to indicate to the counselor the pupils who are likely not to succeed in language courses. The pupil must prove that the school will be justified in spending the State's money upon him in language instruction. The last nine weeks of eighth-grade mathematics are similarly devoted to exploratory and prognostic purposes. Special materials revealing the possibilities in algebra and advanced mathematics have been developed and prognostic devices have been devised with the result that failures in ninth-grade algebra have been almost wholly eliminated.

With the information gathered during these two years of exploratory experience the homeroom teacher and the counselor help the pupil in the upper eighth grade plan his ninth-grade course. No ninth-grade course is finally approved until after the counselor has had at least two personal interviews with the pupil and it has the signature of the parent. After these ninth-grade elections are made, a tentative program for grades ten, eleven, and twelve is made out. Again at the end of the ninth grade the counselor goes over the pupil's program with him, checking projected plans against ninth-grade successes. The tenth-grade senior-high-school program is made out and if necessary the eleventh- and twelfth-grade projected programs are revised.

The question often arises, "What provisions are made for individual differences?" and the answer is that provision is made within each unit. As illustrated in the social studies and English units previously referred to, there are in each unit skills and information which all must master, but these ma-

terials are small in quantity compared with the large amount of variable material which is devised to cater to a wide variety of interests and capacities.

Three years ago the school followed a program of homogeneous grouping on three ability levels, but so many problems both of a social and of an educational nature developed that that program has been abandoned in favor of what is now called "comparable grouping." The counselor sections the incoming seventh-grade pupils so that the groups created will be as nearly balanced and as comparable from all angles as possible. Each group will have its leaders and its brilliant students. Each will have its retiring individuals who need to be brought out and its antisocial individuals who will need to be guided. Each will have its pupils of low ability who can only do the routine work, but perhaps furnish some of the social leadership. Pupils who are exceptionally handicapped by lack of intelligence, speech defects, or prolonged illness are assigned either permanently or temporarily to a remedial room, where, under the guidance of a specially trained teacher, they may progress at their own maximum rate.

As a special counseling device in caring for the needs of poorly adjusted pupils, a guidance clinic has been established under the direction of the counselor. Any pupil who is having a difficult time, scholastically, morally, or socially, may be referred by any member of the staff to the guidance clinic. A clinical study is made of all such pupils by the counselor. Pertinent psychological and educational data, school history, health, family and social data, information concerning interests, weaknesses, and phobias, are entered upon a clinical analysis sheet. Once a week the administrative officers of the school meet for clinical case studies. Remedial measures are planned and the records of all pupils in the clinic are brought up-to-date.

Marking is fast becoming a function of guidance in the South Pasadena Junior High School. Progress reports from homeroom

teachers or the counselor are taking the place of conventional subject achievement marks but limitation of space prohibits an adequate description here of the development of these procedures.

Much has already been made of the work of the art department in beautifying the building. Each year the art classes have an additional activity, creating and presenting a pantomime. One year it was the fairy tale of the *Twelve Dancing Princesses*. The year following that they took Rimski-Korsakov's "Scheherazade Suite," and created dramatic action to accompany it. Last year they wrote a fairy story of their own, which was enacted with masks. This year the boys' and girls' glee clubs with violin, flute, harp, and piano accompaniment will sing a choral arrangement of Tschaiowsky's classic ballet, "The Sleeping Beauty," while on the stage the ninth-grade art class pantomimes the story. It is the practice in these performances for the art class to plan and execute the pantomime, the costumes, and the stage sets. In last year's performance, and in the current production, the cast includes every member of the art class and no others.

Emphasis is laid upon the creative potentialities in all learning situations. Creative-writing activities receive public attention through *La Torre*, the fortnightly school paper. Each year two special literary and poetry editions are published.

From what has been seen of the school thus far, it should be clear that the extra-curricular activities are largely provided for within the schedule. Some thirty-five hobby clubs, including all pupils, meet during the schoolday on Monday. Weekly assembly programs, as avenues for pupils' expression rather than entertainment, are arranged for each Wednesday. On Friday, the week is concluded with a free activity period for executive committee meetings, conferences, entertainments, and other group activities.

Probably the only true extracurricular activities of the school are the homeroom parties which take place after school hours.

These social events, whether in the form of a supper at the school, a picnic in a park, a swimming party, a skate at an ice-skating rink, a Saturday hike in the mountains, or a very dignified party at some one's home, furnish an avenue through which the social integration of the homeroom is perfected. They play no small part in the life of the school. The best results from these parties are achieved when a large percentage of the parents of the group attend and join in the fun.

The program of character education and the plan for social control are inextricably bound up together, and the homeroom is the primary unit through which these controls are developed. As brought out previously, a homeroom group is a normal cross-section of the student population, representing the typical problems of the school. In the seventh and eighth grades, pupils in a homeroom travel together from class to class and the homeroom remains intact, with the same sponsor, throughout its three-year cycle in the school. At the two regular weekly meetings of the homeroom, the adjustment of school, group, and individual problems are the primary objectives for consideration. Bulletins from the principal and counselor's office put many of these problems in a form suitable for group discussion and action.

The school does not sponsor a scholarship or honor society. Every effort is being made to make each activity furnish both its own incentive and its own reward. There is no system of merits or demerits as special incentives or punishments for right or wrong behavior. Right behavior should come from the recognition of the necessity for it rather

than the desire to earn favors. Wrong behavior brings its own correction when the recognition of the wrongness of the act is apparent to the doer. The school functions without codes or slogans, preferring a realistic rather than a sentimental approach to the problems of adolescent behavior.

The homework problem has been tentatively met by requiring that all drill and routine tasks be completed at school, reserving work of a recreational or avocational nature for home. The faculty feels that home assignments should become one of the primary avenues through which the school achieves its function of education for a worthy use of leisure time.

The reader will rightly conclude that this is not a conventional junior high school. There is a freedom from compulsion and an emphasis upon pupil initiative in force in this school which no visitor can fail to recognize. Consequently, one would be entitled to ask the question, "How has the community accepted the school?" A candid reply must state that not all members of the community accept the philosophy underlying this program of education or understand the objectives in view. In any community there are those who look to the past for their standards of value and models of procedure. Nevertheless, the school has a very active and interested body of community opinion in support of its program. In a large measure, this support can be attributed to a parent-teacher organization which has endeavored with every means at its disposal to keep in close touch with the school activities and to understand what was being attempted and why.

General Procedure at Abraham Lincoln High School, Los Angeles

Ethel P. Andrus

EDITOR'S NOTE: *Dr. Ethel P. Andrus has long been a leader in the development of modern procedures of school administration. This article is a moving, dynamic description both of the underlying spirit of achievement for which her school is noted and also of the curriculum set-up through which the program is administered.*

J. F. W.

AT ABRAHAM LINCOLN High School we have a cosmopolitan group of twenty-five hundred pupils. Our population is in part American, and in part one or two generations removed from Southern Europe and Mexico. There is no pupil selection. Every elementary-school graduate and every pupil fifteen years of age or older is welcomed.

Determining educational and administrative policies calls for constructive educational thinking and leadership on the part of the principal. For the principal, too, there looms large the need for community contacts and for his enlistment in the co-ordinating social agencies of his district in a combined campaign to prevent juvenile delinquency. Administrative practice and servicing the school plant are seen to be costly and trivial, when performed by the principal, in the light of his new rôle as the dynamic director of a social institution.

The two main functions of the school are conceived to be teaching and guidance. Teachers and teaching often depend upon administrative control for their authority. Counseling and guidance fear this as an intrusion, and rightly so. But we now realize that the main purpose of both teaching and guidance is to help the pupil find his own problem, to direct him to all the available information that pertains to it, to dare to stand aside while he makes his decision, to help him realize through success or error

the value of his thinking, to slough off the rôle of director of the pupil's activity and thought, and to transfer to the pupil's shoulders not only the responsibility of decision but the necessity of self-controlled action. These two functions of teaching and guidance, therefore, tend to merge, and in the ideal teacher we find the best counselor and guide for the pupil.

The social distance between the pupil and such a teacher lessens. No longer can the teacher stand alone, aloof, and above his class, a disciplinarian to be feared, a master to be acknowledged, an authority to be revered. He becomes a member of his group. He offers them his wisdom and his vision as leaven. His authority now depends upon the value of his guidance, upon the integrity of thinking that he arouses, and upon the social dedication that he inspires. He becomes in a true sense a social-living teacher, vigilant in detecting the timid, the suspicious, and the unsocial rather than, as formerly, disturbed by the natural boisterousness of the normal healthy youth.

A vitalized curriculum naturally follows:

- a) Its value is judged in terms of everyday living.
- b) Much of the subject matter of the old curriculum is found to be unnecessary; what is left gains a new significance; much integration becomes a natural sequence.
- c) Such a change of purpose, from mastery of subject matter by teaching specialists to pupil development under informed direction, demands a radical change of view by the teacher who finds his old techniques often hampering him.

And yet there is nothing revolutionary in the change—only a transfer of emphasis. Teaching is, however, enriched. The program of actual problems brings the school into closer union with the life about it.

Under the new program, physical education needs a new interpretation. Healthful living and the acquisition of play activities for leisure time indicate its necessary redirection. Corrective treatment not only removes physical defects, but lessens their seriousness and the emotional discomfiture they cause. Even for the handicapped, grace, poise, bodily ease, and the power to relax become the goal of training. Play and leisure-time activities that may carry over into adult living, such as tennis, golf, dancing, hiking, bowling, archery, and the like, are learned and shared by boys and girls together. The social significance of healthful living is not overlooked, nor the need of each to enroll in a continuous warfare against dirt and disease, drugs, and drink.

To be acquainted with the physical and natural world about one is another general need, and so a second member of the core of studies, common to all, is determined—the study of general science continuing throughout the high-school course. The study of nature in its various manifestations teaches youth that the world is orderly. It gives youth confidence in its ability to understand and to control it. It frees him from fear and superstition and fatalism, and substitutes the idea of freedom. The love of the world out-of-doors, which is one of the desired goals, is the best answer of what to do with the leisure time of the pupil.

Science and engineering have grown so complex that without learning the basic physical laws that govern them youth is unintelligent in his own world. Instead of the division of science into subject levels, the science he will have is a general science of four years developing an appreciative understanding. The principle of friction, animal adaptation to environment, the laws of attraction and repulsion, and of sympathetic vibration are basic to all living and all invention. Youth must learn to interpret history from the physical and scientific aspects as well as the economic standpoint. Perhaps youth will find that scientific and mechanical

development determine the type of civilization man enjoys. Millikan tells us that slavery could have been forecast by the need of muscle power, emancipation by mechanical invention. The increased leisure donated to us by our iron slaves requires additional training on our part that we may develop the social ability to build a vastly better civilization now that we have the physical and scientific basis for one.

Such an interpretation of science bridges these two branches of the common curriculum—health and science—to the third and major activity, that of social living. The title gives the goal—social living. Its theme is the relationship of the individual to society and of society to the individual. Both points of view are necessary. Social living is not merely a fusion course of English and history. It is an opportunity through reading, discussion, research, and cooperative effort to enrich youth's background, to interpret for him the significance of his own racial background and of the social scene about him, to give him the problem of society as it is, unequal and maladjusted, and to challenge him to share in the solution wisely, creatively, and serviceably.

To the freshman, social living offers a sense of security, a permanent school home where in four years he lives for two hours daily with a congenial coterie of friends and a counselor and guide, his teacher of social living. The group becomes a small society, a laboratory in which he learns that he is expected not only to perform acceptably but to participate constructively, not only to enjoy the fruits of his labor but to contribute something of his very own for the betterment of all. Through the counsel of his teacher and through the polishing of much pupil contact he learns to understand appreciatively his own self, to develop normal mental attitudes, controlled emotional reactions, sound social manners, the habits of clear thinking, the power of adaptability, and the freedom to express himself creatively. He also acquires an appreciative under-

standing of the principles of collective action without which society and democracy must fail.

Running through the four years there are recurrent opportunities for the pupil to participate in music, art, dramatics, creative writing, any of the expressive arts. One day a week in the eleventh year is given over to regaining a mastery of mathematical skills; one day a week in the latter half of the twelfth year to the learning and practice of the group ritual of commencement.

Thus, the core subjects considered vital for all pupils for all four years are:

Health—one hour daily
 Science—one hour daily
 Social Living—two hours daily
 Social studies
 Literature
 Oral and written expression
 Dramatics
 Journalism
 Music
 Art

There are six clock-hour periods in the school day. Four hours are already assigned for all four years. The plan calls for no study hall and no homeroom. The two remaining clock hours for four years are determined by the pupil's own vocational interests. They may be spent in college preparation in mathematics or a foreign language, in fine arts, in practical arts or in skilled occupations such as commercial art, clerical training, industrial trades, needle trades, or personal service such as cosmetology or junior nursing.

Each teacher of social living is his own pathfinder under the chairmanship of the principal. Meetings of the teachers of the various levels are held weekly; experiences are pooled; illustrative material shared; and a spirit of pioneering fostered. No official department head is present; true democracy challenges each to coöperate and contribute. The principal serves as the research assistant for the department.

So much for the program of instruction; next, the program of guidance. First, indi-

vidual differences are noted and a series of courses designed to offer every high-school pupil the particular educational opportunity which will do most for his development. The youth of promise gains much in such an arrangement through the stimulation of others like him. With the competitive motive removed, he is not seeking merely his own advantage. For those with superior mental endowment there is planned a two-year course in world history with correlated reading and expression. This is followed by a year of American history and literature and a year of current problems of the world and society. Creative expression in the crafts and arts, wide reading, research, and excursions make the background courses a rich tapestry. Thorough scholarship, exacting requirements, and testing differentiate this type from the others.

Next, to those over fifteen years of age who come to us without an eighth-grade diploma we owe an especial obligation. Socially mature but mentally immature, these pupils need a special curriculum and special treatment. We are eager also to keep the retarded but socially mature students happy and in an environment in which they can best develop, and in order to safeguard them from restless dissatisfaction our program gives the same name to all subjects whether they be planned for a recommended group of high mental endowment or for a "special-certificate" group of pupils.

The ability of the group determines the content in social living. In the lowest group, which is the more socially mature, the subjects discussed are contemporary problems and conditions. The newspaper, the shopping guides, the technical, nature, and scientific periodicals help them explore and understand the civilization of which they are a part, and aid in adjustment to a changing world. A study of the family with stress on individual differences, such as physical, emotional, age, and family function, the problem of wise investments, with particular attention to the changing needs and emphasis of

the changing family life of today is common to all groups.

Third, for the "average" group, the program is modified to fit the needs, the abilities, and the capacities of the group, but resembles in content and approach the activities for the "college-recommended" pupil more than it does for those who receive a "special certificate" but no diploma.

One of the unique features of Lincoln life for the past ten years is honor projects, the opportunity to do creative work on one's own initiative, under the remote control of teacher sponsorship. A pupil in his eleventh or twelfth year may request permission to do a certain piece of work which he proposes as a gift to the school. If the project is a worthy one, within the range of his powers, a sponsor recommends the expenditure of the amount of money needed for its completion. Then it becomes the pupil's own responsibility; he receives no prodding and no incentive other than the completion of the gift and its acceptance and preservation by the student body. Permission to engage in such an enterprise is granted freely. The number undertaking it is not limited. A description of the project is filed in the school library.

Lincoln prizes her many "honors." Hallways display murals, bas-reliefs, mottoes; the music library holds much creative and adaptive work; the social-study laboratories show social surveys, delinquency and population charts, and researches in local history. Plays, poems, upholstered furniture, and rare cabinet work all testify to the joy of creative ability and pride in pupil accomplishment.

The question of marking focalizes goals in the minds of teachers and of pupils. The program at Abraham Lincoln High School necessitates a report on pupil development, rather than on success in retaining factual content. Growth in self-control, work habits, social attitudes, and school achievement are the items used for scoring. The signature of both parents helps make the report of

progress a matter of common family information.

Promotion is a normal progress. The course for purposes of graduation is considered as a unit; in it there can actually be no failure in the sense that subjects shall be repeated. Credits need not be evaluated by semester hours, since the course for completion requires four years of adequate pupil activity under skillful teacher guidance, according to the interests and the abilities of the pupil.

The teaching aids are those common to all schools of progressive practice, such as conferences, excursions, the use of the library as a laboratory scheduled by librarian and teacher for at least a weekly visit, traveling cases of books sent to all grades for free reading, talks by visitors, the use of supplementary reference books instead of a uniform text, a building by the pupil of his own social-living scrapbook, the use of radio and all types of visual aids.

That Abraham Lincoln High School is a pleasant place in which to be is the verdict of the entering freshman. His coming has been prepared for while he was still a member of the grammar school. Student and teacher representatives have cordially welcomed and informed him of the educational offerings and choices available. He himself has signed an application for admission stating whether or not he expects to finish high school, giving his nationality, his age, the language spoken in the home, his occupational expectations, a report on his reading activities for the last year, his preference in subjects, his inner drives and interests as he knows them. This application carries the signature of both his parents and their comments. With this application comes to the high school the confidential report of the eighth-grade teacher and principal of his quartile placement in certain conditions, abilities, and achievements, such as mathematics, reading, music, art, health, leadership. A confidential forecast is made as to educational and occupational expectancy and emo-

tional strengths and shortages. With these data at hand the freshman is placed in a homogeneous group, and is notified to report on the first day to his teacher of social living. Here he finds an informal welcome from the student sponsor of his group. A "howdy-day" soon follows. He is officially welcomed as a new member of the school family at the first assembly at which he sees also the induction of the student-body officers. He hears the pledge of service and is himself challenged to carry on. As a member of the student body, he must wait for a semester's residence before becoming a voting member of the school republic, but he may hold in his own group an appointive or elective office for the first year. In the tenth grade, the social-living teachers recommend to the youngest group of the service organizations all the boys and girls who have shown strength of leadership—whether or not they have yet developed a sense of social responsibility. This big group of indefinite number serves in many capacities in any place in class or grounds. Only their own performance makes them eligible for the older service groups of the eleventh and twelfth grades. The ceremony of induction, the pledge of service, and all the trappings of pageantry are used to appeal to them in this official avowal of dedication.

In the classroom there is an opportunity for each to share in membership in a rotating group of committees:

1. Committee of service to handle attendance, school supplies, and equipment
2. Committee of personnel to note the absence of members, to send a message of regret to those who are ill, and to orient the returning student in the activities of the group during his absence
3. Committee of commendation to summarize at the close of each meeting a gracious acknowledgment of worthy contributions
4. Committee of criticism which challenges shortages and inaccuracies
5. Committee on reports that through questioning secures for the group information from the reticent
6. Committee on class activity which cooperates with teacher in outlining the class program

The sense of security, of participation, and

of contribution builds a high morale which flowers in the group of student-body commissioners. These young men and women are chosen by popular election from the highest service group. They have had definite training in leadership techniques. They have developed both social intelligence and social responsibility.

The commissioners are divided into three major classifications: administration, personnel, and service. They perform many functions as to sponsorship of personal-guidance groups, service organizations, and community contact representatives. These latter serve as *liaison* officers between school social agencies and the community's playgrounds, the city branch libraries, the contributing grammar schools, and the local newspapers. For instance, a play prepared at Lincoln tours the neighborhood auditoriums and supplements the activity program of the various local playgrounds. The leisure activities of the student body also under student direction are centered in a beautiful social hall, a bungalow such as they might themselves live in, and a smaller room for receptions, teas, and table games. Definite training in the social arts is given preliminary to youth's first entrance into the social life of the group.

Clubs of various interests are open to all, such as chess, checkers, language, science, mathematics, radio, and so on. Pupil activity of all kinds is planned. Forums are conducted for the discussion of school problems. Dramatic, musical, and speaking groups serve the neighborhood schools, churches, and clubs on occasional programs. In turn, daily, during education week in both fall and spring, outstanding members of the community come to the school to discuss their occupations, give social challenges, and ask for coöperative endeavor.

Graduation offers the last opportunity for a democratic participation and for social dedication. As a class unit, the graduating boys and girls, robed in academic gowns, in chorus sing memorable selections, in spoken

voice recite an adaptation of the Collier's Morality Code, and take in unison the Ephebian oath of civic service. They present themselves as a unit; no individual is mentioned on the program or on the stage. An outstanding alumnus offers the congratulations of his group. The ceremony is a civic rejoicing on their completion of four years of training but also a recognition that education is a continuing lifelong process. That

our college students are outstanding in service to their institutions, that community participation is accepted as a school function, that juvenile delinquency in our district is decreasing, that the outgoing pupil is now broader, more alert, and more socially adjusted, that the alumni still feel that Abraham Lincoln High School is a pleasant place to which to return, these facts constitute for us certain criteria of success.

From Our Correspondents

DEAR DR. WHITMAN:

Miss Kaiser's article, "The Teacher and the Junior High School," in the November 1934 issue of *THE CLEARING HOUSE*, brings out many positive facts about our average high-school teacher. If we wish to have progressive schools, our teachers must be progressive themselves. It is quite true that "curriculum, method, and equipment will be of little avail if teachers and administrators do not lead in the movement," if I may quote Miss Kaiser's own words.

I know many teachers who have excellent knowledge, training in methods, and perfect command of their subject. Indeed, these are essentials necessary to a good teacher, but an interesting personality is also needed. Personality is intangible, but it is a very potent factor in the classroom. Sociability, pleasantness of disposition, of manner, of voice, expression of the face, clothing habits—all are equally important.

It seems to me that if the school wishes to educate pupils to be socially minded, its teachers must be the first to practice sociability. Of course, the home prepares youth for this, but the teacher deals with youth a great part of the day, and is therefore imitated by it. The teacher should be one with whom pupils will be glad to confer and with whom they may discuss questions without prejudice or formal discipline.

I should like to pass Miss Kaiser's words on to the high-school teachers of today: "Let us encourage teachers to be interesting, interested, and charming individuals. The outlook for the junior high school will take on a brighter hue."

Respectfully yours,

OLGA KELM

DEAR DR. WHITMAN:

In the November issue of *THE CLEARING HOUSE* on "Vitalizing the School," I was interested to read Mr. Erickson's article on furthering the idea that "any plan that ensures participation by all members of a class is worth consideration." The title was "The Use of Committees to Encourage Participation in Social-Science Activities."

On reading this article several questions arose and I should like to know your opinion about them. Is your plan not essentially impractical on the basis, first, that where a curriculum must be adhered to the teacher is in a difficult position to cover the necessary grounds in the allotted time? Second, it is essential that a good library be at the disposal of the pupils (in poor cities or towns this is not to be found), thereby the plan is somewhat hampered. Third, it will make the students become specialists in one field and gain little general knowledge, since undoubtedly the subject matter will be subordinated, in the pupils' mind, to the related subject in which he is interested. In your plan you attempt to overcome this by requiring each student to serve at least once on each of the committees, thereafter choosing the one that he prefers. However, in so doing aren't you reducing the option which this method is fostering? Finally, isn't it impractical on the basis of the expense such a method would involve, since additional space, rooms, and teachers would be required?

Except for the afore stated points, I feel that your article advanced a very good and interesting method which undoubtedly would be pleasurable to both pupil and teacher.

Respectfully,

ERMA STROH

What Price Marks?

Ruth G. Sumner

EDITOR'S NOTE: *Mrs. Sumner is a teacher of mathematics and homeroom adviser in the Frick Junior High School, Oakland, California. She is a participant in the guidance experiment now being conducted with Frick Junior High School, Oakland, and Eliot Junior High School, Pasadena, as the "guinea pigs." Drs. Kefauver and Hand are conducting the experiment under a subvention from the Carnegie Corporation.*

W. M. P.

WITHIN THE past few years, we have found that the report card, which was once considered to be of almost divine origin, has been challenged to mortal combat. In fact, it is not a fight which that dear old relic of the torture chamber (of which the birch rod and dunce caps are only memories) must wage alone but it is a combined challenge from a group of young crusaders who have chosen to be known as the Intrinsic Clan against the entire family whose surname is Extrinsic.

This battle of the century is now in its final round. In one corner, we find that old veteran of many battles, none other than the champion of all extrinsic drives, Old Marks himself. In the other corner we find a young contender, Kid Interest, who fights as one possessed by many furies, knowing that victory in this battle will do much towards settling the dispute between the two families. It is a battle such as one sees but once in a lifetime for it is between one who is inspired by the spark which has always produced crusaders and one who has upon his side years of experience and prestige coupled with the realization that his very life depends upon the outcome of this battle.

So today as educators we find ourselves aligned with either one or the other of these two points of view. On the one side, we find report cards, marks, honor rolls, and the whole category of extrinsic drives while a militant minority is rapidly enlisting new recruits to the belief that report cards, marks,

and all their family should be eliminated. In fact it has been rather aptly expressed that there is only one point in the whole controversy upon which all educators can find agreement and that is dissatisfaction with the thing as it now stands.

The period set aside for giving quarter or term marks is probably one of the most trying in the life of the conscientious teacher. She dreads it but must face the problem and, to the best of her ability, she must give marks to the two hundred or more pupils who come under her tutelage. Can one forget the worry over what mark to give Johnnie who does no preparation work but who is able, by the grace of possessing unusual capacity, to get enough knowledge by the absorption method to "get by"? And what should be given Sam, on the other hand, who works endless hours but is unable to reach a satisfactory standard of attainment. Is it unusual, after having faced two hundred such problems, that most teachers have at some time in their careers thrown up their hands in horror and wailed, "What is the use, why not throw the whole system into the trashcan?"

This may sound easy during the stress of emotion or in theory but in practice we find that, in order to eliminate a system so firmly entrenched in our public-school system as marks, we must do more than theorize. It is not a one-sided battle for we must decide whether or not we can afford to dispense with marks. Or having made that decision in the negative, we might question ourselves further by asking whether they are worth the price they cost. This battle will not be won by closing our eyes to either point of view. The extremist who would immediately eliminate all systems of marking and reports must not delude himself into thinking that the mere elimination of marks will cure all the evils of the school system. There is no

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such panacea for all our ills nor can even the most ardent proponent of intrinsic drives deny that many a well-directed "swat" via the report-card route has wrought miracles in Johnnie or Susie. In other words we must not be in such a hurry to rid ourselves of the evils of the marking system that we "throw out the baby with the bath."

Let us reiterate some of the arguments which have been employed in defense of marks. The pleaders for the defense offer at least five reasons why we should retain the marking system. These are, in brief: (1) college entrance requirements make them necessary; (2) marks are rewards for effort; (3) marks act as a stimulant for study; (4) marks are a basis for admission to honor groups; and (5) marks are expected and desired by parents. In the minds of the defenders of the marking system these are good and sufficient reasons.

What, however, does the prosecution have to say in answer to these supporting reasons? We shall examine them point by point. (1) "College entrance requirements make them necessary." This might be answered by saying that if the colleges were to spend as much time in self-analysis as they now spend in surveying the secondary schools, they might find that much of the experimentation carried on among the "guinea pigs" in our high schools is just as applicable to the "humans" in the higher institutions. In fact, most of the excess baggage, consisting of marks, antiquated curricula, and other impedimenta, is still carried along because college admissions boards have been so busy defending outworn educational practices that they have failed to discover any other method of determining how well equipped our graduates are to do collegiate work.¹ Of course we realize that

there is hardly the same thrill for the investigator when he studies humans as when he can watch a guinea pig strut his stuff. (2) "Marks act as a stimulant for study." In this we must agree but, may we ask, what *kind* of study does it stimulate? Is a "mark" the ultimate goal sought or are "knowledges, skills, and attitudes" more to be desired than marks, yea even sweeter than honey in the honeycomb? No doubt marks do stimulate study but so did the birch rod, the dunce cap, and all the rest of the paraphernalia of the old-time despot of the schoolroom. "Marks are a stimulant to study," but might we not just as truly say, "Marks are a stimulant to cramming" or to "cheating"? (3) "Marks are rewards of effort." Because report-card day is "pay day," marks show to the child what his progress has been. Here is our opportunity to teach the child to face facts. Yes, here is our opportunity but even Santa Claus only gives presents to "good" little boys and girls, while we, in our beneficence, scatter largess far and near. Investigation has proved that marks are unscientific. The same teacher has been known to make wide variations in her marks upon the same paper at different times, while with different teachers a test has been scored showing a range of at least seventy points. Marks are generally considered relative in value but since when can we find relative values through marks as rewards of effort between John with an I.Q. of 135 and James who is branded with one of 95 when both are determined upon taking the same academic course. A marking system, whether it is percentage, letters, numbers, or any other scale devised, cannot tell the true story of the amount of effort expended by each individual child, nor even the actual amount of learning progress he has made. The needless discouragement which comes to a child who has done his best and then can rate no more than barely passing is certainly not a "reward of effort." Marks, a reward of effort indeed! Have we forgotten that "For caps and bells our lives we pay. Bubbles we

¹ In this connection it should be mentioned that the Progressive Education Association is now carrying on an experiment, in which many colleges are joining, to see what can be done to revise college entrance requirements. See "Report of Commission on Relation Between Secondary Schools and Colleges," Bulletin No. 50, Department of Secondary School Principals, N.E.A., March 1934, pp. 174-185. Also article in this issue of *THE CLEARING HOUSE*, by Professor Proctor, "Progress in Admissions Policies Among Pacific Coast Colleges."

buy with a whole soul's tasking"? Are not knowledges, skills, and attitudes or satisfactions gained sufficient recompense for the effort expended? (4) "Marks are a basis for admission into honor groups." This argument does not merit any recognition from us, for, when we prove the fallacy of giving marks, we shall also have exploded with it all of the other specious claims of extrinsic motivation and shall replace them with a "thirst for knowledge" or "satisfaction" in problems solved. (5) "Marks are expected and desired by the parents." Here surely is an argument worthy of our consideration. Let us see. If the argument advanced be stated: "reports of *progress* are expected and desired by the parents," we would all find ourselves in agreement. But many teachers will take issue with the statement that parents *desire* marks. True, they do *expect* them, for who are mere parents that they dare question the divine inspiration that gave us marks as the only key which can open the gates of Olympus?

Let us then take this statement that "reports of progress are expected and desired by the parents" as our common meeting ground and see if our peace negotiations cannot be drawn up to meet it. Investigations have shown that parents care not one iota for marks. They are not interested in whether Johnnie is an "A" or a "B" student. The average parent acknowledges that he "does not know what all of these marks mean anyway." He is, however, vitally interested in whether Johnnie is doing work up to the limit of his capacity and whether he is being equipped to do the work he wants to do later. Marks give a report of factual knowledge but we find that the parent has another list which he considers fundamental. These new fundamentals which have replaced the desire for a report of mere factual knowledge are reports concerning the health, social, civic, and emotional progress of the child.

Inconsistency has been our watchword. Have we not gone into the by-ways to preach the doctrine of the child as supreme over all

subject matter? And have we not continued to rate this *same* child according to the subject matter which *we* have thought it necessary to pour into him. Have we not religiously made averages based upon tests of factual knowledge and then if we thought about it possibly have given a "citizenship" mark to show how Johnnie has been able to meet adult standards of citizenship based upon the philosophy of "what was good for me is good for him." The old maxim now reads: "Spare the mark and spoil the child." By all means let us have progress reports but let us make them truly reports of *progress* rather than a traditional report card. We might even continue to call them report cards if we are willing to change the method of report.

We are all in agreement that something must be done. Our question has become this, "What shall we do?" Our antics, while trying to rid ourselves of the marking system and having to hold on to them while trying to devise ways and means of making the change, remind one of the contortions displayed when the housewife carries a bowl of steaming hot mush, than which there is nothing hotter, from the kitchen stove to the breakfast table. Either through lack of foresight or through carelessness, the trip is started without a lifter with the expectation of reaching the table without a mishap. Can we not all envision that time when the trip is half over and the dish has grown hotter? It is too heavy to carry in one hand in order that we may cool the other, so we risk raising one finger at a time. The entire distance is probably no more than fifteen feet and the time spent at the most no more than ten seconds but it seems at least a mile and the seconds stretch into hours while the sufferer dances first on one foot and then on the other. She has gone too far to turn back and she dares not drop the mush. At last it is on the table and served but still our troubles have not ended for at least one greedy youngster or "oldster" is always seemingly unaware that the mush is hot and gulps a mouthful.

If he has a leather gullet and a cast-iron stomach, he will not be hurt but many a glass of cold water will be required to soothe the parched throat. Has not this been the attitude we have taken with *our* bowl of "hot mush"? It is too hot to carry and we are afraid to drop it so we spend our time juggling the marks and then serve them to the unsuspecting pupils "hot." Just as mush has value when properly served so may progress reports be of value when given under proper conditions.

We find sporadic attempts to substitute something psychologically sound in the place of the traditional report card. The elementary schools are, as usual, in the vanguard of the crusaders. They have undoubtedly made more advancement in report-card revision than we of the secondary schools. One of the most advanced type of progress reports to be found has been tried in the Ventura County schools of California. They, together with scattering attempts by other secondary schools of California, are experimenting with a new system. There seems to be no uniformity in the preparation of these reports. Each teacher writes a concise note in which she states the progress of the pupil in respect to his health, civic, social, and emotional development together with his progress in the factual knowledge. Any case needing much explanation is handled through a personal interview. If the progress of a pupil is normal, we find a minimum of reports being sent home, but in the case of the maladjusted child we find the school and the parent working together to bring about an adjustment.

Naturally, any such innovation will be greeted at the outset with ridicule and at best with scepticism. Three warnings have been sounded for those of us who are willing to try it out. They are: (1) Be brief; remember that "brevity is the soul of wit"; (2) make the notes positive in character; reserve criticism for personal interviews; (3) do not

allow the notes to become stereotyped. To prevent this only make out a few at a time and send them out at scattered intervals. After a *very* limited experience with the new type of progress report, may the writer add a personal note of warning: Do not take up this new form of report if you are afraid of work. The actual time expended in making the reports is more than trebled and the time spent in interviewing parents will cut into "free" time tremendously. However, the satisfaction that comes from a coöperative enterprise has cut down to a minimum the nerve strain caused by sleepless nights spent in worrying over what mark to give problem cases.

Yes, the fight is on, but present trends seem to indicate that this new progress report or some variation of it will in time take precedence over marks. To be sure extrinsic motivation is one way of procuring results, but one wonders whether sheer inertia on the part of the teachers is not the real reason for retaining it. Are we not too prone to cover up slipshod teaching with this external stimulus? Surely all of us agree that it is preferable to be directors of learning rather than mere task masters. Is not the thrill of teaching pupils to find the real "inner urge" to learn above all others in importance?

We find that in practice it is possible to send out a progress report which completely eliminates marks. The Intrinsic Clan has won a few rounds but Old Man Marks is still very much alive and full of fight. He and his whole family, the Extrinsic Clan, may be diametrically in opposition to the psychological method of stimulating learning but they have many adherents who will battle long and furiously for their retention on the ground that "whatever is is best." So with humblest apologies to Kipling's "Boots," for any "mayhem" done to this famous poem, we submit the following paraphrase of his private soldier's lament about war.

The Clearing House

We're strug—strug—strug—strug—strugglin' over 'port cards.
 Tests—tests—tests—strugglin' over 'port cards
 (Marks—marks—marks—marks, movin' up an' down again);
 There's no discharge in the war!

Seven—six—eleven—five—nine—an'—twenty done today—
 Four—eleven—seventeen—thirty-two, the day before—
 (Marks—marks—marks—marks, movin' up an' down again);
 There's no discharge in the war!

Don't—don't—don't—don't look at what's in front of you
 (Marks—marks—marks—marks, movin' up an' down again);
 Cards—cards—cards—cards—we all go mad with markin' 'em,
 But there's no discharge in the war!

Try—try—try—try to think o' something different—
 Oh—my—God—keep—me from goin' lunatic!
 (Marks—marks—marks—marks, movin' up an' down again);
 There's no discharge in the war!

Watch—watch—watch—watch—out for apple polishers;
 If—your—eyes—drop—they will get ahead 'o you
 (Marks—marks—marks—marks, movin' up an' down again);
 There's no discharge in the war!

'T ain't so—bad—by—day because o' company,
 But night—brings—long—strings—o' forty thousand million
 (Marks—marks—marks—marks, movin' up an' down again);
 There's no discharge in the war!

I—'ave marched—'steen years in 'ell an' certify
 It—is—not—fire—devils, dark, or anything
 But marks—marks—marks—marks, movin' up an' down again,
 Is there no discharge in the war?

Progress in Admissions Policies Among Pacific Coast Colleges

William Martin Proctor

EDITOR'S NOTE: Professor Proctor has been a member of the School of Education staff at Stanford University since 1917, in the field of secondary education. Since 1919 he has been a member of the committee on admissions and advanced standing and has written many articles dealing with the admissions question.

W. L. N.

THE ACADEMIC pattern for admission to college which was promulgated in 1893 has prevailed to this day. This pattern was fixed by the famous report of the Committee of Ten. However, this report, at the time it was prepared and published, was thought to be, and actually was for its day and age, a very liberal document. It was intended to harmonize the college and secondary school points of view, which, even at that remote period, were quite diverse. The report recommended that there should be no distinction between students who were going to college and those who were not. The theory was advanced that all should be taught the same subjects in the same way on the assumption that what was good preparation for life was good preparation for college. A brief quotation will indicate the reasoning upon which the theory was based:¹

"The secondary schools of the United States, taken as a whole, do not exist for the purpose of preparing boys for the colleges. Their main function is to prepare for the duties of life, *that small portion of all the children of the country who show themselves able to profit by an education prolonged to the eighteenth year.*"² And, in another section of the report, the following: "A college might well declare: 'We will accept for admission any group of studies taken from the secondary school program, provided that the sum of the studies for each of the four years amounts to sixteen, or eighteen, or twenty periods per week, and

that four of the subjects have been pursued at least three periods per week, and that at least three of the subjects have been pursued three years or more.'"

That was truly a liberal pronouncement, for its day, and as a matter of fact a portion of its philosophy is yet in the future so far as achievement is concerned. It should be recalled, however, that the standard secondary school of 1893 was almost exclusively an academic institution in respect to its program of studies. The numbers attending secondary schools in those days were so small, four to six per cent of the adolescent population, ages 14 to 19 years of age, that practically all of them would have been found in the top twenty-five per cent in native ability, hence capable of handling a strictly academic type of program. Under such circumstances it was easy for the Committee to become expansive and to say that it was the function of the secondary schools to prepare "that small portion of the children of the country who show themselves capable of profiting by an education prolonged to the eighteenth year" for the duties of life, because what was good preparation for life was also good preparation for college. There was no doubt in the minds of the members of the Committee of Ten as to the efficacy of the academic subjects as an adequate preparation for life.

Within a few years, however, the attitude of the college authorities changed materially. The population of the secondary schools began to grow by leaps and bounds. Vocational subjects, and special subjects, such as music and art, crowded their way into the program of studies. No longer did the academic subjects have a monopoly and no longer were they adequate to meet the re-

¹ I. L. Kandel, *History of Secondary Education* (Boston: Houghton Mifflin Company, 1930), pp. 473-475.

² The italics are mine.

quirements of the expanding secondary-school population. The colleges then built a stone wall of protection about the academic subjects by insisting upon an academic pattern for admission. The defense of this procedure was a putting of the statement of the Committee of Ten in reverse. The Committee had said: "Whatever is good preparation for life is good preparation for college." The colleges amended it to read: "Whatever is good preparation for college is good preparation for life." Thus it came about that what was in reality a liberal pronouncement by the Committee of Ten was later turned inside out and made into a straitjacket which the colleges imposed on the secondary schools, more or less rigidly, for over twenty-five years.

The colleges should not be judged too harshly for their defense of what they conceived to be the very citadel of scholarship and learning. It would have been too much to expect that the colleges would embrace happily the entire new group of studies which have been added to the program of studies of the secondary schools since the date of the report of the Committee of Ten. These new subjects, industrial arts, home economics, agriculture, business and commercial subjects, music, and art, etc., were under suspicion, both from the standpoint of acceptable content and also from the standpoint of methods of instruction. In addition to scholastic heterodoxy they were not, except in the case of certain mechanical-arts and agricultural colleges, preparatory to the main-line courses offered in the liberal-arts colleges. Most damaging indictment of all, they were not accepted as having transfer or mental disciplinary value.

The assault upon the stonewall pattern requirement of academic subjects for college admission has been carried on from two angles. First from the angle of scientific research, in which the validity of the assumed superiority of the academic subjects as college preparatory material, has been assailed. Second, there has been a mass attack, based

on the arithmetic of sheer numbers who want to go to college and demand some means of entering, either at the front door, or the back door, or over the fence.

The mass attack of a constantly increasing horde of high-school graduates has been brought about by the tremendous popularization of secondary education since the early nineteen hundreds. According to the research department of the National Education Association,³ there were 6,434,000 students in all types of secondary schools in 1934, an increase of forty-five per cent over the high-school enrollment of 1930, which was 4,399,422. If allowance is made for the percentage of adolescents who are mentally incapable of doing the type of work required by the conventional secondary-school curriculum, the above figures on secondary-school population for 1934 mean that at least seventy-five per cent of the youths fourteen years to nineteen years, inclusive, are now in American secondary schools. Approximately one million are graduating from the secondary schools each year and of these some three hundred and fifty thousand are knocking at the doors of our colleges for admission. While the pressure from this direction has been greatly intensified during the depression years from 1929-1930 to 1934-1935, when our high-school graduates are "all dressed up but with no place to go" vocationally, the same condition has prevailed to a somewhat lesser degree since the close of the World War in 1918.

From the angle of the validity of the assumption that the academic subjects provide a type of mental discipline which makes it certain that students so prepared will be superior college material, there have been numerous researches in recent years. The general trend of findings in these researches has been to the effect that general scholarship in high school is a better index of college success than specific pattern of subjects

³ "Major Trends in Public Education," Bulletin of Joint Commission on Emergency in Education, October 1934, p. 3.

taken. It is not possible to review these studies at this time on account of limitations of space, but two such investigations, directed by the writer, will be referred to as illustrations of the outcomes that have been achieved by such studies.

In one of these studies⁴ the scholastic success of a group of Stanford University students, who presented an orthodox academic pattern of high-school subjects for admission, was compared with the success of another group entering at the same time, who presented a mixed pattern, including from three to six units of vocational or special subjects. The two groups were followed through their four years of college work and every mark received was taken into the account. The average scholarship of the academic group, over the four-year period, was found to be 1.11 grade points (1.00 being equivalent to a "C" average). For the same period the grade-point average of the group with the vocational pattern of high-school preparation was 1.09, a slight, very slight, advantage for the academic-pattern group. When scores on the Thorndike College Aptitude Test, however, were taken into account it was found that the academic group had made an average of seven points higher on that test. In relation to measured aptitude to do college work, therefore, the academic-pattern group should have made a much higher scholarship average than they did. Put in other words it means that in proportion to native ability the vocational-pattern group had made the better scholarship showing.

A more recent study⁵ undertook to compare a group of Stanford students who had entered offering a pattern of subjects which included foreign language and mathematics with another group which had deviated from a strict academic pattern and had either

omitted mathematics or foreign languages or both from their secondary-school preparation. These students were followed through their entire four years and an account was taken of all marks received. Again it was found that those who entered, having made preparation with an academic pattern which included mathematics and foreign languages, did, on the average, a higher grade of work as to scholarship. If no record of comparative aptitude had been available the conclusion would have been that the superiority was due to the subjects pursued. When scores for the two groups on the Thorndike Aptitude Test were compared, however, it was found that the language-mathematics group was even more superior to the deviates group, which had avoided languages and mathematics, than had been found between the academic and vocational groups in the Bolenbaugh study, above described. It was apparent that the mental capacity of the students at the time of admission and not the fact that they had made preparation for college by taking an academic pattern of subjects, including mathematics and foreign language, was responsible for their subsequent college success. These studies simply add emphasis to the findings of many similar studies to the effect that students are not brighter and more capable because they study foreign languages and mathematics, but that being by native endowment bright and capable they are guided by their high-school counselors into the academic pattern of college preparation.

What high-school administrators would like to know, of course, is whether the findings of such studies as have been outlined above, and all the other researches of similar nature, have had any effect in liberalizing college admission requirements. Perhaps it is the mass pressure of the hundreds of thousands seeking admission to college that has had the greatest effect in the desired direction, but it is also true that college authorities have been compelled to "sit up and take notice" of the findings that their own depart-

⁴Lawrence Bolenbaugh and William Martin Proctor, "The Relation of Subjects Taken in High School to Success in College," *Journal of Educational Research*, Vol. 15, pp. 87-92.

⁵Christopher Augustus Connor, Entrance Subject Pattern and College Success. Unpublished master's thesis, Stanford University, 1934.

ments have been publishing on this important topic. Whatever the actual causes, certain it is that college admission requirements have been greatly liberalized in recent years.

A study by the writer and Edwin J. Brown, in 1927,^{*} brought out the fact that over a fifteen-year period, 1912-1927, there had been evident a marked tendency, on the part of American colleges in every section of the country, to make their admission requirements more liberal. As might have been expected, the New England States were found to be most conservative and the Middle Western and Pacific Coast States most liberal. In the Middle West, the influence of the North Central Association of Colleges and Secondary Schools has been very potent in compelling revision of college admission requirements to meet the needs brought about by changing social and economic conditions. On the Pacific Coast it is safe to say that the influence of the policy of Stanford University on admission requirements, as laid down by Dr. Jordan in 1891, two years before the Committee of Ten made its report, has been great.

Dr. Jordan believed that the secondary schools should not be dominated by the colleges and universities as to their curricular offerings. He, therefore, fixed the admission requirements at the new university of which he was president so that *any* fifteen units which the high schools would accept towards graduation would be accepted for admission to Stanford University. He felt, and later experiments have verified his conviction, that quality of work done was a better index of ability to do college work than was any pattern of subjects taken in high school. The only subject requirement was three units of English, and that all of the fifteen units offered for entrance should have been accomplished with marks of "A" or "B." In 1924, the committee on admission and advanced standing added the requirement of a mini-

mum score on the Thorndike Intelligence or College Aptitude Test. At present, if twelve of the fifteen offered units have been accomplished with grades of "A" or "B" and the candidate has made a score on the Thorndike Aptitude Test that is higher than the median for previous groups of entering freshmen, he is permitted to enter competition for admission. After more than forty years of experience with this liberal policy of admissions, Stanford University, through its committee on admissions, is strongly of the belief that scholarship standards have not suffered, and that the committee has been in a position to select an unusually capable group of students with a much wider variety of interests and capacities than would have been possible had a rigid admission pattern of secondary-school subjects been imposed.

In addition to the fact that a number of liberal-arts colleges on the Pacific Coast have followed Stanford's lead in abandoning a specific pattern of subjects in favor of a high standard of scholarship in any fifteen units accepted by the high schools for graduation, there has been another step taken to free the junior high school from college admissions domination. The University of Washington, the University of California, the University of Southern California, and Stanford University will now accept twelve units of work, accomplished in the senior high school; *i.e.*, grades 10, 11, and 12, in lieu of the original fifteen units required for admission. The ninth-grade record in the case of a four-year high school, and the entire junior-high-school record, in the case of a system having the six-three-three type of administrative organization, may be disregarded in presenting a student's high-school record to any of these institutions. This means that the junior high schools in this region may become truly exploratory or self-discovery institutions. They are free, if they choose to take advantage of their freedom, from the domination of college entrance requirements for that phase of the secondary-school program.

^{*} W. M. Proctor and Edwin J. Brown, Department of Superintendence of the National Education Association, *Sixth Yearbook*, 1928, pp. 159-190.

It is also possible to state that several Pacific Coast colleges and universities, as well as a number of secondary schools, have indicated their willingness to coöperate in the experiment that is being carried out by the Progressive Education Association.⁷ In this experiment a selected group of secondary schools are undertaking to reorganize their programs of studies in line with the principles that have long been advocated by the Progressive Education Association. The students who elect these reorganized courses will be protected by the fact that a group of colleges, representing every section of the country, agrees to accept the graduates of these progressive secondary schools on recommendations of their principals, or headmasters, on the ground that they are college material, but without reference to any specific subjects pursued in the secondary school. The progress of these students in the coöperating colleges will be carefully followed for a period of years, and, if the demonstration proves to be satisfactory, as its sponsors feel reasonably sure that it will, a new and effective wedge will be driven into the old log of tight patterns for college admission.

In view of the definite progress that has been made within the past few years towards freeing the secondary schools from college domination in the matter of their curriculum organization and content, the question will soon arise, are the high-school principals interested in or capable of using their new found freedom? The ancient alibi that no curriculum revision has been attempted be-

cause of the inhibiting effect of college admission requirements will soon be gone where "the woodbine twineth." It may even be asserted with a strong flavor of truth that many high-school principals are right now hiding their own conviction of the sweet reasonableness of the "status quo," behind the old bogie man of college admissions requirements. Their antiquated courses of study have not been liberalized even to the extent that present college admissions policies would permit. It is quite possible that some of them will be attempting to palm off on St. Peter at The Gate the same old alibi that the reason they did so poorly with their chances on earth was because the colleges dominated their lives so completely.

It is gratifying to report that on the Pacific Coast there seems to be a ferment of interest and activity in the realm of curriculum revision. This activity is stimulated in part by the Progressive Education movement, by the more liberal admissions policies above referred to, and by the spread of the panel-discussion technique among groups of secondary-school principals who are meeting all over this part of the country to discuss their problems of administration, instruction, and curriculum making. All we ask is that you give us five years time "Out Our Way" and we will produce some genuine specimens of honest-to-goodness progressive junior and senior high schools. Who knows but that we may also be able to boast of some colleges and universities which have revised their own curricula and instructional procedures in such a way that graduates of our progressive secondary schools may feel at home when they make the transfer from school to college. Stranger things have happened.

⁷ Wilfred W. Aikin, "Report of Commission on Relation Between Secondary Schools and Colleges," Bulletin No. 50, Department of Secondary School Principals, N.E.A., March 1934, pp. 174-185.

Administrative Aspects of Curriculum Construction

A. C. Argo

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W. M. P.

CURRICULUM construction is going on in many American high schools. Because of the criticisms of the secondary school by the public and the challenge of the theorists, the philosophers, the psychologists to build a more functional curriculum, this movement has had much impetus during the last several years. Changing social and economic conditions, the broadening vision of service, and the increasing number of pupils accompanied by greater variation in needs, interests, and abilities make the reconstruction of our present curriculum vital. Sequoia Union High School, recognizing this challenge, is attempting to develop a curriculum that will give greater opportunity for each pupil, with his individual needs, to develop his whole self and prepare him to be a coöperating member of society. It is hoped that the curriculum will stimulate him to gain a vision of an improved society and develop a willingness to assume leadership in bringing it to realization.

Sequoia has all the problems and possibilities of a cosmopolitan high school of somewhat larger than average enrollment. A heterogeneous group of pupils attend, representing a great variation in needs, interests, and abilities, intellectually, physically, and socially. In contrast with pupils of high intelligence are to be found some low-grade morons; overprivileged children from wealthy homes associate with sons of the indigent; and pupils of splendid physique must be cared for together with the physical

weaklings. These contrasting types together with all the variations between must be given proper training. The problem is one of gaining an intelligent understanding of the needs of the various groups of pupils and developing a curriculum to satisfy these needs.

Before an adequate curriculum revision program could be developed, it was felt by the administration that certain principles should be selected, at least tentatively, as guides in organizing and introducing it. The following states the principles and briefly explains their meanings.

PRINCIPLES

1. *The principal should have a vision of the significance of the whole curriculum-construction program including its extent, the tentative organization, and its introduction.* He should furnish the inspirational leadership and in the smaller schools he should assume the directorship. Though many of the faculty members at Sequoia are very much interested in curriculum construction, the division of duties seems to make it advisable for the principal to be the director as well as the inspirational leader. He is attempting to bring the vision of an improved curriculum to the various faculty members through faculty meetings, group meetings, individual conferences, visitations to other schools, and readings. In this he is assisted by other members of the faculty, particularly the administrative staff. The success of the program depends to a very large extent on the vision and willing coöperation of the faculty.

2. *There should be a definite program for introducing or extending curriculum construction.* A well-thought-out plan avoids many mistakes that occur when a new course is attacked in a haphazard manner. The plan

adopted at Sequoia provides for modification as changing conditions make it available.

3. *The curriculum-construction program and the curriculum itself must be under constant revision.* Because of the ever-changing social and economic conditions and needs of the pupils, there must be constant revision of the curriculum. It is an evolving, developing group of experiences provided in the school for the training of the pupils. Varying conditions in the school, such as size, education, and experience of the faculty, the available finances, and the information obtained from outside sources, make changes in the organization and its personnel desirable. If the general plan is well worked out in the beginning, the alterations that frequently take place may be only minor in nature. In addition to the changes in curriculum and the organization for curriculum construction, the plan for introducing curriculum modifications must be adapted to meet new conditions and the experiences of the faculty.

4. *Curriculum construction should be considered as a separate function.* Unless special attention is directed to curriculum construction by developing a program and making the building of a curriculum a distinct function of the faculty, improvement will be slow and irregular. Some teachers make progress, while others are satisfied to use traditional content and procedures.

5. *The curriculum program should be a growth from within rather than an adoption in totality from some other school.* Because schools as individuals vary in an infinite number of ways, a curriculum-construction program suited to one institution might suit another only in general outline and principle. For this reason no program of one school should be plastered on another. However, since to profit by the experience of others is a sign of intelligence, the curriculum-construction programs of other schools should be studied in detail for constructive suggestions. A good program is dependent upon an understanding of the

local situation and a desire to develop a program to fit it, a knowledge of the experiences of other schools and a desire to profit by them, and a knowledge of the theory involved and the ability to apply it. Sequoia is indebted to a number of schools for some very helpful suggestions.

6. *Expert advice should be obtained whenever and wherever possible.* If adequate finances are available, it is desirable to employ experts to help organize the curriculum-construction program and carry it on. Under any circumstance, however, every opportunity should be sought to profit by the opinion of those who have practical as well as theoretical knowledge.

7. *The curriculum organization should be simple.* Elaborate schemes are usually paper ones or demand so much red tape in carrying them out that much of their effectiveness is lost. To start with, any member of the present organization who can take over some of the functions of curriculum construction should have that task assigned to him. All action should be as direct as possible. Knowledge of the experience of other schools should lead to the elimination of useless procedure. Because committees with limited or indefinite function increase the red tape and the load of the teachers, and consequently retard the progress of curriculum construction, the committees should be limited to those with definite functions.

8. *The entire faculty should participate in curriculum construction.* Because we firmly believe that the curriculum should be developed to fit the needs of the individual pupils as well as to provide for the general welfare of the entire student group, it is considered vital in our curriculum construction that the teachers who have become intimately acquainted with the pupils through their daily relationships should be the ones to develop most of the curriculum. Certain general interests of society must be taken care of through a core curriculum, the outline of which should be developed by a central committee. The same committee should also

make sure that the general outline of the curriculum is adequate to prepare students for college or to lead to some occupation. However, all the details and instructional units of the above mentioned curricula and all other curricula, whether they be expressed in subjects or student activities, should be selected and organized by the teachers who are responsible for classroom instruction. The proper adjustment of the curriculum to the needs of the pupils and to the general welfare of the group demands that it be changed from year to year, semester to semester, and sometimes from day to day in some of its details.

9. *Representatives of the various curriculum fields should participate in forming general outlines.* The development of a well-rounded curriculum is dependent upon the representation on the central committee of every important interest of the school, every curriculum field, and every point of view. This gives breadth to the curriculum, develops a feeling of fair play, and leads to coöperation.

10. *The program should be introduced with the coöperation of the faculty.* Instead of imposing the program on the faculty, the principal should lead the teachers to catch a vision of the need and possibilities of curriculum construction. For this reason much preliminary work was done at Sequoia to bring the faculty to see the desirability of the program. Though the greatest difficulty is to get some of the more reactionary teachers to participate enthusiastically, too great an enthusiasm on the part of some must also be guarded against.

11. *From the beginning, the construction of the whole curriculum should be considered, but intensive work should be confined to certain areas.* It is undesirable to make too many radical changes in the curriculum at any one time. Construction should take place over a period of years with no greater rapidity than it can be received by the faculty, the children, and the community. It should be constructed slowly enough to be well adapted

to the needs of the pupils. The more general work which affects all the curricula of the school should be considered first. Following this, and sometimes concurrently, reconstruction should be taking place in selected fields. The character and attitude of the teachers in a certain department and the importance of that field are deciding factors in its selection for immediate work.

12. *Adequate publicity should be employed in introducing the curriculum-construction program and in carrying it on.* People are usually suspicious of anything they cannot understand. The securing of the teachers' coöperation is dependent upon the faculty's feeling the need for the reorganization. The sympathetic support of the board of trustees, the parents, and the community can be obtained if these groups can be led to see the value of the proposed revision. Bulletins, group meetings, articles in the newspapers, suggested readings, demonstrations, and individual conferences are ways in which support may be secured.

The foregoing principles have been guides in curriculum construction at Sequoia. The remainder of the article will deal with the history of curriculum construction in Sequoia and its organization.

HISTORY

Though curriculum construction has been continuously taking place at Sequoia, only during the last two years has there been an attempt to reorganize it fundamentally. The principal and several other interested members of the faculty discussed the philosophy of education and the changing social and economic conditions together with their implications for the school with the various members of the administrative staff, the heads of departments, the staff as a whole, and individual teachers whenever opportunity permitted. The librarian helped by placing such materials as *Dare the School Build a New Social Order?* by George Counts¹ in

¹ John Day Pamphlet No. 11 (New York: The John Day Company, Inc., 1932).

the hands of the teachers. Curriculum materials from progressive schools were circulated among the faculty members. This created a ferment in the school that resulted in emphatic opinion on the part of many that our school curriculum needed fundamental revision. The feeling grew so strong that even a highly conservative administration must have yielded to it.

This awakened understanding and aroused feeling resulted in drawing up a scheme of organization for curriculum construction by the principal assisted by the administrative staff. This scheme, with some minor alterations, was approved by the faculty and has served as a guide in carrying out the program. Directing officers and committees were appointed and proceeded to carry on their functions. After adoption by responsible groups, changes in curriculum and organization were presented to the entire faculty for its information. The functioning of the personnel was accompanied by adequate publicity to the board of trustees, the parents, and the general public. A tentative philosophy has been adopted, part of the core determined, a program of studies partly organized, and several new courses produced which are under trial at the present time. The new courses so far appear to have been received enthusiastically by the students, the teachers, and the parents, and are demanding no fundamental changes. At Sequoia we have made only a good start.

ORGANIZATION

The personnel for curriculum construction consists of the following individuals and committees: the director, research director, counselors, heads of departments, teachers, curriculum specialists, subject-matter specialists, administrative committee, the committee of the whole, the production committee, and the special committees. These officers and committees have had varying types of responsibility. The progress that has been made to date has been a result of their coöperative effort.

The director. At Sequoia, because of the division of duties, the principal, who is responsible for the supervision of teaching, is serving as director. He is responsible for the organization and advancement of the program and its smoothness of operation. With the help of the administrative committee he develops general policy, sets up the curriculum organization, and appoints the personnel. He coördinates the work of the various committees, experts, and directors. With the aid of the other faculty members, he is constantly studying curriculum construction in other schools, the developing theories and philosophies, and the social and economic conditions, attempting to bring to the attention of the faculty the significance of the most important of these. With the advice and assistance of the administrative committee, he directs the education of the staff for curriculum construction. He advises with each curriculum committee, gives help and training to individual teachers, and assists the teachers in trying out courses. He seeks the coöperation of the board of trustees and helps to secure parental and community support.

The research director. He secures material used in curriculum construction, carries on research approved by the administrative committee and the director, initiates research, and makes studies suggested by the various committees and approved by the director.

The counselors. They advise with the director, the committees, and the teachers concerning curriculum content. Because of their intimate acquaintance with the needs of the pupils through their counseling and their knowledge of requirements of higher institutions and different occupations, the counselors are in a position to give much helpful information and advice to the curriculum-construction personnel.

The heads of departments and classroom teachers. Because we believe that the teacher has the greatest responsibility in curriculum construction, the heads of departments,

who are also teachers, and other instructors serve on all production and other committees. Because the teacher has the closest relationship with the pupils, he best can understand their needs and provide for them through learning experiences. Lapses and overlapping are reduced and correlation between fields is developed by having teachers from other departments serve in an advisory capacity on the production committee on any course of study. The heads of departments are frequently used as chairmen of committees or representatives of a particular field on the committee of the whole. Except for the very general outline of content of any activity, whether within or without the classroom, the teacher of the particular activity is responsible for organizing the learning experiences. In other words, the actual production of units, except for some very general outlines, is in the hands of the individual teacher. Successful, experienced teachers are being given much more liberty in developing units than the inexperienced. Before any course is given a place in the general curriculum, it must pass a tryout by some sympathetic, experienced teacher. The heads of departments and teachers may suggest or carry on research that will promote construction of curriculum units.

The curriculum specialist and the subject-matter specialist. Because of the lack of funds, Sequoia is not able to afford curriculum or subject-matter specialists. Despite this fact, every opportunity is being taken by the administration to profit by the advice and experience of authorities. Several Stanford University professors, especially Dr. William M. Proctor, are giving some very helpful suggestions. Several of them have talked before the entire faculty and some have granted private conferences.

Administrative officers and the administrative committee. The administrative officers are represented on each committee, some acting in an advisory capacity on all small groups. They also form the administrative committee, which works closely with the di-

rector. This group advises the director, helps coordinate the work of the other committees, helps develop policy and organization, initiates research, and assists the director in all his duties.

The committee of the whole. The committee of the whole has a most important function to perform. This group tentatively adopts a philosophy of education to guide in curriculum construction. It sets up the general aims of education, the objectives to be realized and the principles involved in their realization, determines the general fields of content and their objectives, organizes the program of studies, advises concerning the objectives of the various subjects and activities and the general nature of their content, and suggests methods to be used in instruction. Notice that this committee has certain specific duties to perform and other tasks of an advisory nature. In Sequoia the tentatively adopted philosophy comes from the growth in the thinking of the faculty, due to their experience and their acquaintance with the writings of educational philosophers. A careful statement has been made of it. The courses of study of some of the more progressive schools, the committee work of the California Teachers' Association and the State Department of Education, the recent work done in several of the outstanding education departments of universities and their training schools, and numerous magazine articles are all sources of help to the faculty. A digest of much of this material for committee meetings was prepared by the director. Many of the members, however, are reading the source material. Sequoia has also tentatively adopted a set of objectives and principles, has made some reorganization of the fields of subject matter, suggesting new objectives and methods in some new fusion courses. The work of the committee has just commenced.

Production committees. Equal in importance to the committee of the whole are the production committees. It is their function to determine the objectives of the subjects and

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activities in line with the general objectives set up by the committee of the whole. These groups determine in general outline the units to be covered and suggest methods and materials. They also may suggest measuring devices and should arrange for the tryout of new courses. In Sequoia the production committee for social living, a new course developed by the committee of the whole, has met several times during the past six months.² Specific objectives have been selected and a general outline developed. Though much suggestive material has been furnished and experiences of teachers interchanged in conference, the instructors who are teaching this course have the responsibility of working out the individual units. In a school the size of Sequoia all the instructors who teach a course can be placed on the

production committee. By working on special problems, these groups facilitate the work of the other committees.

Special committees. Several special committees have been carrying on work. One group has been responsible for the selection of maps and other general materials to be used in the social-living course.

A shortage of finances has made it impossible to attack the curriculum-construction program in an elaborate manner. Teachers cannot be relieved from regular work. We believe that in spite of this handicap we have made substantial progress. Many teachers through our program have improved their instruction by gaining a much greater insight into educational values and pupil personalities. We hope to make our curriculum functional in preparing the boys and girls to be active, intelligent citizens, able to make use of the wonderful endowment which in many of them is as yet undeveloped.

² A description of this course is given elsewhere in this number of *THE CLEARING HOUSE*. See article by Eyla Wooldridge and Mary Cowden, "A Course in Social Living."

Boy

Bald-headed, toothless bunch of noise,
Kicking and squirming avoirdupoise;
Eating and sleeping and bossing the ranch,
Smiles and goo-goos his mode of thanks!

Creeping and walking and nosing about,
Vases and china, you'd better look out!
Marbles and tops and roller skates,
Jumping and climbing and tempting the fates!

Pencils and books and off to school,
Learning to play and to work by rule;
Tools and engines and things that go,
A veritable Wild West show.

Breaking and scratching and pounding,
All laws of order utterly confounding,
Muscles like iron, chest expanding,
Control of the universe loudly demanding!

Dresses and blouses are things of the past,
In the mould of a man he now is cast;
But what is he like and what can he do?
That Dad, depends largely on you.

GEORGE E. WEBSTER

Curriculum Reorganization in the Junior High Schools of San Francisco

Walter C. Nolan

EDITOR'S NOTE: *Mr. Walter C. Nolan is deputy superintendent of the San Francisco public schools in charge of junior-high-school education. Under Mr. Nolan's leadership there has been noteworthy progress in the reorganization of the junior-high-school curriculum.*

R. E. RUTLEDGE

THE PUBLIC schools of San Francisco are being organized on the 6-3-3 plan. Each of the three divisions, elementary, junior high, and senior high, is under the charge of a deputy superintendent, from a standpoint both of administration and of supervision. In the junior-high-school division eight supervisors assist the deputy superintendent in carrying out the work of supervision, training teachers in service, and in revising curricula.

It became apparent to supervisors and to the teaching force that we should more adequately meet in our instructional program the real educational needs of the pupils as found in their various communities. With this in view, early in the fall of 1931, two sets of committees were appointed to study the needs of curricula revision in our junior high schools. These sets were to be known as curriculum problems committees and book committees, respectively.

The problems committees were to study the problems of the junior-high-school curricula as evidenced by the needs of the various communities of the city. They were also to study the needs of a closer articulation with the elementary schools on the one hand, and the senior high schools on the other hand.

In addition to studying the local needs these committees went far afield in reviewing surveys, reports, etc., over the nation to learn the trends in handling similar problems in other communities. The paste pot

and scissors were tabooed in this enterprise when ideas were later incorporated into the courses by the construction committees. Social agencies, business and industrial concerns, and other fields were explored in quest of information that would assist in determining the needs of a junior-high program. In arriving at the content in this way, it was then to be built up in and around the interests, aptitudes, and experiences of the pupils in the great finding field of the junior high school. Fifteen committees represented, respectively, the fifteen subjects taught in the junior high schools. Every junior high school was represented on each committee, thereby ensuring an avenue of expression to every teacher in every subject in all the schools.

The duty of the book committees was to evaluate the available books in their various fields at the junior-high-school level. Score sheets were worked out by the committees under supervision of the department of research and used for this purpose. These book committees were to report upon the phases that an ordinary book score sheet would include. They were not to report on books in terms of their desirability in our or any other particular program, but in terms of their content. These reports were later used when construction committees were looking for certain desired material to be used in meeting the needs as set up by the problems committees.

The reason for keeping the problems committees and book committees entirely separate was to prevent the curriculum from being built around a particular book or set of books instead of meeting the real needs of the community.

The above mentioned committees were given one year to complete their reports, al-

though quarterly reports were called for to keep the work moving. At the end of this time curricula-construction committees were appointed to revise the curricula in the light of the findings of the problems and book committees. Each subject construction committee included a member from the elementary schools and one from the senior high schools to assist in articulating the work with those divisions.

Revisions ranging from partial to complete revisions resulted in the following courses of study: art, music, English, social science, science, mathematics, typing, business training, industrial arts, and home economics. The courses of study for the five languages offered were not revised.

New courses of study were constructed in certain electives where no definite courses had existed before. These included courses in public speaking, news writing, and dramatics.

All courses to which reference has been made have been in tentative use for a year or more, with the exception of the elective courses. These have been in use since August last only. Suggestions and criticisms concerning these courses are now being compiled and will later be incorporated into these courses before they are published in printed form.

The problems committees found it evident that provision should be made for at least three achievement levels in the junior high schools. This was especially true of the core subjects; social science, English, science, and mathematics. Adaptations in the general courses were, therefore, worked out for the rapidly moving and the slowly moving groups, with special reference to the latter.

In social science a separate course of study was developed for the low or Z section. In order to preserve the continuity and organization of the regular course the Z course was made to parallel it as far as possible. More time is provided in this course to acquaint the student with the field of occupations open to him. This is introduced in the L9 grade.

Here also is offered a study of local social, civic, and economic problems and a comparison of these to national problems of similar nature. The committee experienced great difficulty in the selection of books for the two groups because so few have been written to supply this particular need.

It was thought desirable to develop the same major themes treated in the regular course so that a change in ability grouping which sometimes occurs would not place the student in too new a situation. The development of the themes are along different lines; the problems and topics are much more elementary in content matter and in method of approach. The standards of attainment have been reduced in number and in measure of difficulty.

There is not sufficient space to discuss these revisions in detail. Basically, they are built and function around the interests, aptitudes, achievement abilities, and experiences of the pupils. We give little attention to the completion of any particular phase of a subject but much attention to the development within the child of those appreciations and attitudes that fit him for coöperative social living.

The English course, like the social-science course, makes definite provision for variation in pupil ability both in method and content. Practical and helpful teacher references for the teaching of the various phases of the English work are offered at the end of each of the seven units into which the course content is divided for each grade, and although more than half the work suggested is concerned with acquiring skills in the tools of written and oral expression, ample provision and time are allowed for the establishment of good reading and study habits and for the development of a love of reading. To attain this last the approach to the teaching of literature throughout the course emphasizes the extensive rather than the intensive method of teaching in handling the literature units.

The organization of the science courses,

both required and elective was based upon the principles

1. that the learning process is a building-up process and, therefore, the science of each year should be a further development of that of the preceding year;
2. that there should be a fair balance between the physical and biological sciences; and
3. that the units of study should be adequately intensive to give the pupil knowledge of the scope of the special sciences as taught in the senior high schools.

The general aims of the science course follow:

1. To assist the pupil in acquiring knowledge, powers, interests, and ideals which will lead to the acquisition of desirable attitudes in the matters of ethical character, health, home membership, citizenship, vocation, and the use of leisure time
2. To afford the pupil the opportunity to study living things in their natural environment and thus increase his appreciation and consciousness of his surroundings
3. To enable the pupil to make intellectual and practical adjustment to his environment
4. To develop within the pupil a respect for and a desire to call upon experts for assistance in solving technical problems
5. To liberate the pupil's mind from superstition and fear by giving scientific guidance
6. To give knowledge relative to the scope of specialized sciences

The course is planned to meet the needs of pupils of varying ability by starring the topics which should be offered to all groups. The method or presentation and the type of demonstration varies with each group. Since the policy of using multiple sets of books in science is being continued, no basic text is used.

In mathematics the course provides that all topics shall be presented to every ability group but methods of presentation must be adjusted to meet the needs of the ability grouping. For slow students some of the topics are considered only for their informational value. It is assumed that Z group pupils will not take algebra. A pupil who has not averaged a C in his seventh- and eighth-grade mathematics is recommended not to pursue algebra in the ninth grade. If a Z group desires mathematics, a course in ap-

plied mathematics which meets the needs of the group is provided. Drill is an important part of such a course.

Foreign-language courses in the junior high schools of San Francisco stress the spoken and written approach at the expense of formal grammar mastery which is generally considered a matter for later training.

In instrumental music the course now in use is so organized as to provide an opportunity for the determination of brass, string, wood-wind, and pianistic aptitude during the low seventh grade. Such students as test sufficiently high in any one of the four aforementioned fields are continued in that field during the high seventh grade. The high seven brass, string, wood-wind, and piano courses include such elements of instrumental technique as are essential for mastery prior to entrance into the eighth-grade instrumental ensemble groups, *i.e.*, beginning orchestra. The individual student advances from the latter to the advanced orchestra and band when he is able to demonstrate the requisite performance ability.

The curricula as set up provide a program of rather a high degree of activity. The projects evolved in working out the activities provide in an increasing degree a more integrated program. These projects are being completed daily and written up in pamphlet form as suggestions for the less experienced and less resourceful teachers. Art, music, home economics, and the industrial arts all find their way into these projects.

The work, however, is far from complete. The courses are now being used tentatively and are subject to change. Suggestions which are to be considered for incorporation into the program are still being received. The motivating force of the whole procedure is the coöperation of the teachers, but for this very reason the progress has been retarded frequently by the natural tendency on their part to adhere to tradition and the traditional point of view.

For those who would be interested in the time allotment and the distribution of electives in the San Francisco junior high schools

the following tabular information gives an idea of the department organization in this respect.

JUNIOR-HIGH-SCHOOL TIME ALLOTMENT
1934-1935

	L7	H7	L8	H8	L9	H9
English	5	5	5	5	5	5
Social science	5	5	5	5	5	5
Mathematics	5	5	5	5	0	0

Science	0	5	0	5	0	0
Assembly or clubs .	1	1	1	1	0	0
Home economics—						
industrial arts	5	5	5	0	0	0
Music	2	2	2	2	0	0
Art	5	0	0	0	0	0
Health	2	2	2	2	5	5
Electives	0	0	5	5	15	15
Total periods per week of sixty minutes each ...	30	30	30	30	30	30

DISTRIBUTION OF ELECTIVES

	L7-H7	L8	H8	L9	H9
Foreign languages	{ French German Italian Spanish		{ French German Italian Spanish	{ French German Italian Spanish Latin	{ French German Italian Spanish Latin
English	{ Drama Public speaking		{ Drama Public speaking	{ Drama Public speaking Journalism	{ Drama Public speaking Journalism
Mathematics	{			{ Applied mathematics Algebra	{ Applied mathematics Algebra
Fine arts	{ Art Music		{ Art Music	{ Art Music	{ Art Music
Commercial	{ Typing		{ Typing	{ Typing Bus. train.	{ Typing Bus. train.
Prevocational	{ Home economics Industrial arts		{ Home economics Industrial arts	{ Home economics Industrial arts	{ Home economics Industrial arts
Science				Science	Science

JUNIOR-HIGH ELECTIVES AND RESTRICTIONS

Foreign languages: French, German, Italian, Spanish, Latin

English: drama, public speaking, journalism

Mathematics: applied mathematics, algebra

Fine arts: art, music

Commercial: typing, business training

Home economics: foods, clothing, homemaking

Industrial arts: woodwork, sheet metal, electric shop, machine shop, printing, mechanical drawing

Science: ninth-year elective science

Optional with principals to assign certain high eighth-grade pupils to either prevocational, art, music, or health.

Schools with enrollment under eleven hundred to schedule not more than two foreign languages.

Schools with enrollment of eleven hundred or more to schedule not more than four foreign languages.

Pupils are to be restricted to one year's offering in the following subjects: drama, public speaking, typing. These offerings may be taken in either the eighth or ninth grades, but not in both grades.

Latin, journalism, applied mathematics, algebra, business training, and elective science are to be offered in the ninth-year only.

Creative Activity as a Function of Correlation

Willis L. Uhl

EDITOR'S NOTE: *Dr. Uhl, dean of the School of Education of the University of Washington, in a letter which accompanied the following article when it was submitted to the editors of THE CLEARING HOUSE, says "My own interest in creative activities has been greatly increased by observing the work in and about Seattle in both elementary and high schools. There seems to be no good reason why such activities cannot be utilized in almost all high-school classes." Dr. Uhl's article is organized about that theme, and should be a strong stimulus to principals and teachers who read it.*

W. L. N.

OUR COUNTRY presents a frontier situation. We still have many teachers who are barbarians. For they profess and exhibit ignorance of the creative possibilities within their own departments of teaching, to say nothing of creative relationships to other departments. We find this condition alongside large groups of teachers who conduct creative schoolwork effectively.

This situation chafes those of us who once were boys and also the boys of this generation more than it does girls, because those who were once or still are girls have little conception of the terror with which many boys engage in creative-art work. Boys have difficulty not only with their voices but also with their fathers, who are for the most part barbarians as far as art is concerned. They have trouble, also, with their boy chums, because almost every boy in the world hopes never to be called a "sissy." For some reason which only these barbarians can tell, boys are supposed to be "sissies" if they do anything worth while, particularly in the creative-art activities. Some day, it is hoped, boys will declare their independence of this fear. Unfortunately, boys have not yet done so. Many men in their fifties and sixties are still as afraid to express interest in art activities

as they were when they were ten years old.

Several reasons may be assigned for an adverse attitude towards creative activities. First, many teachers are decidedly at fault; second, many pupils are at fault; third, school curricula are at fault; fourth, parents and other friends of the children are at fault. During the last five or ten years probably more has been done to remedy this situation than had been done over a period of fifty years. To increase interest in creative activity is the purpose of this paper. Some of the essentials of such activity and the possibilities in a wide range of schoolwork will be sketched.

What is creative activity? We may say that it is an attempt to adjust internal and external conditions so that there is a balance of the moods, feelings, or whatever one wishes to call them, with what the individual sees, hears, or feels outside himself. It is self-expression and therefore unique, because no two people can have exactly the same experience with the external world and themselves, and also because they cannot give exactly the same expression to their feelings. It is different from problem solving in both purpose and outcome. We may have emotions about problem solving, but in it our main purpose is to reconcile conditions outside ourselves. In creative activity the main purpose is to reconcile conditions both outside and inside ourselves.

What conditions are necessary for self-expression? Freedom and urge to express oneself, even before skill has been developed. For a general principle is that first we must have self expression and better skill afterwards. The frequent neglect of either the self or the skill is a reflection on both teachers and pupils.

Pupils must have not only freedom for self-expression but also supervision of direction for the improvement of this expression. They need the urge to enter new forms of self-expression. Teachers can help their pupils in these new directions. External urge has much to do with this development. Contrary to the picture given in many popular accounts of art work, external urge is not necessarily a hindrance. Indeed, many of the great works of art in the form of paintings have been due largely, if not almost entirely, at a particular time, to some one's order for a painting. Since the artist was hungry, he accepted the order and produced his art. How far this has been true with different kinds of artists, we are, of course, unable to tell. It appears also that numerous books would not have been written if there had been no external urge. How far this applies to poetry as compared with prose no one knows. There seem to be many excellent musical compositions which were produced because of external pecuniary urge. We may assume, therefore, that the external urge which is applied by the teacher may do much at times towards increasing the quantity of creative art and also towards improving its quality.

To engage in significant creative activities, one must be the kind of person who can develop a mood that is worth while and have enough dynamic quality to do something about that mood. Also, one must have an experience that is a bit out of the ordinary. An artist does not photograph except as he photographs through his own eyes. This is the great advantage of an artist over other photographers. He is able to look through his own unique lenses, and what he receives he ordinarily remakes according to his unique experience.

The artist has standards—sometimes conventional, sometimes highly personal. In modern art of all varieties, individuals have such highly personal forms of expression that the uninitiated cannot understand them. Familiarization is necessary, as with music through listening or with painting by look-

ing for a long time seriously and intelligently, at the paintings. Some artists have sought immediate public appreciation of their work. Others, including some of the greatest, have paid as little attention to the general public as a child with his first box of crayon.

The superior creative pupil has an understanding of certain media of expression and control over these media. Many first attempts at creative activities lack these two requisites. The creative teacher brings together and develops requisites for creative work in pupils: a balance between freedom and discipline, moods, media, control of the media, and standards of expression. Not all adolescents can become superior in art, but all have selves to express. Their creative abilities can and should be used as a normal function of living.

Creative activity takes various forms in different kinds of schoolwork. As described above, it may be conducted only within fields which are devoted chiefly to art. Even in art and music, however, many pupils miss from one to five of the requisites just named. Still more remiss than teachers of art and music are the teachers of other subjects.

That other subjects offer opportunities for creative activities is evident. History can be studied comprehensively only when the creative activities of peoples and periods are considered. Such study leads readily to reproductions of art and then to further creative activity by pupils. This activity may consist of drawings of vases, costumes, the conventionalizing of natural objects of the period and place, the drawing of costumes or the portrayal of activities of the people. Examples of such work are found in any school-room in which the teacher suggests such possibilities. Other examples are found in the work of historians who, like Van Loon, produce their own drawings, including cartoons, or who, like James Truslow Adams, reproduce the creative work of others.

When science is studied as an exploration of nature, opportunities are found for creative activities. Snow flakes with their hexa-

gonal variety of design, flora and fauna with their manifold symmetry, and the play of forces within the atom are samples of possibilities in science. Although this essay has emphasized expression of emotional urge with its implied imaginative accompaniments, the work of scientists like Lemon in his *From Galileo to Cosmic Rays*¹ shows values of such activities for science itself in addition to the values here emphasized.

Venerable mathematics, especially geometry when freed from the vise of tradition, yields the foundations of design—line, balance, perspective. As with science, so with mathematics, creative activities should not cover problem solving and the organization of concepts. But the humanization of mathematics can liberate the pupil in his attempts to incorporate this subject into his own living.

If creative activities were only a combination of skill and media of expression, there should be art departments isolated from the other divisions of the school. If self-expression were impossible in the several departments of schools, there should be museums for them where their inanities could rest protected against the touch of living adolescents. But if creative activities give expression to experiences in social studies, science, mathematics, and literature, let teachers and administrators encourage such activities, first, as art, and, second, as a means of correlating and vitalizing all schoolwork. Art can be found in sundry places, and its appeal is universal. Self-expression is a demand of living pupils. Creative activity fulfills this demand and correlates schoolwork with life in general.

¹ Chicago: The University of Chicago Press, 1934.

Club of the Air

Russell V. Burkhard

THE CLEARING HOUSE readers will be interested in the schedule of the Newton School broadcasting program. Our caption is *Newton School Days*. You will note that the four junior-high-school units and the senior high school rotate on this program so that each is on the air every five weeks. The first experiment of pupil broadcasting on a coast to coast basis occurred on January 19.

A gentleman farmer in the hills of Connecticut wrote as follows: "It was very refreshing to hear boys and girls broadcasting and actually not selling a toothbrush or a lotion. I suspect there are many like myself who, when they hear a good program, do not take the trouble to write in their appreciation. This is my first effort to do such a thing. I shall look forward to tuning in these broadcasts whenever they are offered."

At a recent meeting of the Massachusetts Civic League a radio committee composed of sponsors, broadcasters, and listeners was organized to work on such problems as the scientific collection of data, on programs—on their actual effect on children and on adults' true appraisal of them. Also they are giving serious consideration to the prob-

lem of pupil broadcasting and the improvement of the general educational type of program. Mr. Roger C. Fenn is chairman of this active group.

An organization like this can be duplicated in other parts of the country. Schools should become more and more interested in their responsibilities as well as in their capacities to develop constructive broadcasting units. The boys and girls of the secondary school really have a very dramatic and interesting story to tell the public. All the programs are about Newton school days.

Day	Date	Station	Time	School
Monday	February	25 WBZ	2.00-2.15	Bigelow Jr. H.S.
Monday	March	4 WBZ	2.00-2.15	Warren Jr. H.S.
Monday	March	11 WBZ	2.00-2.15	Weeks Jr. H.S.
Monday	March	18 WBZ	2.00-2.15	Newton H.S.
Monday	March	25 WBZ	2.00-2.15	Day Jr. H.S.
Monday	April	1 WBZ	2.00-2.15	Bigelow Jr. H.S.
Monday	April	8 WBZ	2.00-2.15	Warren Jr. H.S.
Monday	April	22 WBZ	2.00-2.15	Weeks Jr. H.S.
Monday	April	29 WBZ	2.00-2.15	Newton H.S.
Monday	May	6 WBZ	2.00-2.15	Day Jr. H.S.
Monday	May	13 WBZ	2.00-2.15	Bigelow Jr. H.S.
Monday	May	20 WBZ	2.00-2.15	Warren Jr. H.S.
Monday	May	27 WBZ	2.00-2.15	Weeks Jr. H.S.
Monday	June	3 WBZ	2.00-2.15	Newton H.S.

A Revised Science Program for Junior High Schools

A. A. Bissiri

EDITOR'S NOTE: *Mr. Bissiri is an assistant supervisor in the secondary curriculum section of the Los Angeles city schools. He is taking a leading part in the development of the science curriculum in the secondary schools of that city.* W. L. N.

THE IMPORTANCE of science in a modern junior-high-school curriculum seems to be well established and universally accepted. There is, however, disagreement among different schools as to what the nature of the science program should be.

In most cases the writers of textbooks have dictated the course of study, and this has been particularly true of ninth-year science. In large school districts where curriculum specialists have been charged with the responsibility of the course-of-study making, a more careful investigation of this problem has been made. Workers in this field have at various times endeavored to discover the interests of school children as well as of adults on the assumption that their findings would provide a simple solution to the problem.

The conclusions of these investigators show lack of agreement. Even if investigators agreed in their conclusions, it does not appear that pupil and adult interests in the various branches of science by themselves could be accepted as the only criteria for directing the writing of a course of study. Quite often lack of interest is merely an indication of lack of knowledge. One should not minimize the importance of what may be termed potential interests. Potential interests, however, cannot be predetermined objectively, and it is for this reason, perhaps, that most course-of-study writers have paid little attention to them.

The teaching of science at the junior-high-school level has three major objectives: to

develop in the pupils desirable scientific attitudes, to give them an insight into the major fields of science, and to prepare the ground for more advanced science courses. The third is the least important and is rather a by-product of any science course.

What should be the basis for a good science program? What should be taught in each grade, and how should it be taught? A description of the new three-year science program of the Los Angeles city schools may give answers to both questions.

The new program which is already partly in effect in the junior high schools of the City of Los Angeles provides for a three-year science sequence. Seventh- and eighth-year science (two whole years) is included in the program of all pupils. In the ninth year, science is also included in the program of all pupils, except a few who are planning several years of work in foreign languages. Thus science becomes part of the core curriculum for all three years. In the past, the first semester of the eighth year was the only science required of all, while the second semester of the eighth year and all of the ninth-year sciences were placed on the elective basis.

The teaching of science at the seventh-year level is at present related to the practical-arts subjects, while at the eighth- and ninth-year levels science is offered as an independent subject. The fact that at the seventh-year level science is not taught as an independent subject but rather as a fused practical-arts science course does not seem to make the teaching less effective. On the contrary, the direct application to the practical arts seems to make the science material more meaningful.

Practical arts for boys include shop activi-

ties such as printing, auto shop, metal shop, electric shop, as well as agriculture; and for the girls, homemaking. It should not be difficult to discover in all of these ample opportunity for the teaching of science. In the seventh-year course of study, the practical arts provide the core and the science material is selected so as to contribute to the enrichment of the practical-arts activities.

Good teachers of industrial arts and household arts, some will remark, have always taught the science related to their subjects. That is undoubtedly quite true in many instances, but the program of the Los Angeles schools is intended to provide all teachers with a plan of instruction that will ensure a more universal practice of those teaching procedures which otherwise would be limited only to superior teachers.

Such a plan of instruction is the result of the combined efforts of both practical-arts and science teachers working under the guidance of their respective supervisors. The actual teaching of the science material, however, is done by the practical-arts and household-arts teachers.

It is not intended that the allotted time shall be budgeted in such a manner as to devote fixed portions of time to each subject field. It is expected instead that the teaching of science shall proceed in such a manner as to make it difficult for the pupils to tell when the transition from one field into the next is taking place.

Science at the eighth-year level makes its appearance as an independent subject. It does not seem necessary nor desirable that the subject be presented as a series of logically developed branches of science such as botany, zoölogy, chemistry, physics, geology, and so forth. Since the major objective is to develop desirable scientific attitudes, the method of teaching rather than the subject content is the more important factor.

The Los Angeles course of study for eighth-year science provides a series of self-contained units dealing with rather simple but significant problems and situations that

arise out of present-day experiences. Each unit is organized as a concrete environmental experience with subordinate problems, drawing from the different fields of science as the need arises for the solution of each problem.

The preliminary monograph, which is still in process of development, includes outlines for thirty science units. Since the science at this level has no clearly specified nor prescribed subject matter, there is, therefore, no "ground" which all teachers are "required to cover." They are thus given the opportunity to use a great deal of freedom in choosing.

Of the thirty units suggested teachers may be able to develop perhaps only ten or twelve throughout the school year. In order to prevent teachers who are inclined towards specialization from devoting their entire time to only a rather limited field, the entire list of units has been classified under eight different groups. Each group includes units that are very closely related. The following instructions appear on the suggested outline of units:

The teachers should plan to develop at least one unit in each group. If more time is available, they will have the opportunity to develop additional units from those groups in which they are particularly interested.

Such a plan is intended to make it possible for the pupils to come in contact with the major branches of science and to gain a fair comprehension of some basic generalizations of science that have social implications.

The number of units that define the field of possibilities for the eighth year need not be limited to thirty. More may be added, some of those already suggested may be broken up into smaller units, or parts of one may be combined with parts of another in the same group to form a new unit.

Since each unit is self-contained, it is not necessary that all teachers follow the same order and develop the same units, nor that all teachers in the same school develop a certain unit in exactly the same way.

This type of teaching precludes the use of

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any one single textbook. It relies instead on the classroom library plan whereby sets of various supplementary books dealing with the problems of each unit are available to the pupils during the development of that unit.

The ninth-year study of science is outlined as a unified course with "life" as the main theme. It should not be interpreted, however, as life in the true biological sense. The outline is divided into eight units, each built on the foundation of the preceding one, and dealing with rather broad scientific concepts rather than with a series of disconnected facts, inventions, and laws. There is no intention to minimize the importance of subject matter, although it is considered of value only as the means to an end.

Space limitations prevent giving here more than the following outline of one unit.

Unit V. How has man adapted himself to, or modified, his own environment, particularly in regard to our own section of the State?

(Major concepts to be stressed)

1. Man's adaptability to the environment has made it possible for him to inhabit different parts of the globe.
2. When very cold weather approaches, most animals migrate or hibernate, while man as a general rule puts on warmer clothes and heats his home artificially.
3. Man's superiority over all other animals has been shown by his ability to modify his environment more efficiently.
4. Other animals and plants show a certain degree of adaptation to new environments, and in some cases have been able to modify their environment.
5. Man's effort towards conserving the natural resources of his environment is a worthy endeavor, though in some cases started too late.

Teaching suggestions, supplementary books, references, and visual aids are included in the outline, but teachers are encouraged to deviate from the offered suggestions whenever the natural development of the problem justifies it.

The nature of the units as defined by their titles, and the various problems stated under each title, are the only requirements to which

all teachers are expected to conform. Ninth-year science, therefore, differs primarily from eighth-year science to the extent that it is a more rigid course, but rigid only in so far as it specifies the major concepts to be developed throughout the school year.

Because of the nature of the general theme, the first semester's work deals more with the field of biological sciences while the second semester is developed to a greater extent along the lines of physical sciences. But, as was stated in regard to eighth-year science, no attempt is made to draw any border lines between the various recognized branches of science.

The technique of presentation and development of ninth-year science is the same as that of the eighth year. The so-called "research method" is followed, with the teacher playing, to some extent, a rôle similar to that of the pupils, but still retaining his place of leadership. The problem as stated in the teacher's course-of-study outline is made clear through a preliminary class discussion, and its solution undertaken as a coöperative effort. In so far as possible the plans for the development of the problems are expected to originate with the pupils, the teacher, nevertheless, preventing the group from wandering into unimportant lanes.

Since no ordinary group of pupils can be homogeneous in regard to both ability and interest, the development of each unit must make possible a certain degree of individualized work, each pupil contributing to the best of his ability and interest towards the major problem.

The point that must be reëmphasized is the fact that the revision of the junior-high-school science program is based on the assumption that it is highly desirable to break away from the single textbook type of teaching.

Whenever a certain textbook is adopted as the official and sole text, that book tends to become automatically the course of study—and a very rigid one. The ninth-year science outline, which has become this year the

authorized course of study in the Los Angeles city schools, precludes the exclusive use of any one book, since the development of each unit cannot be undertaken by assigning chapter after chapter in any one book.

In following this more informal type of teaching, less emphasis must of necessity be placed on tests. Departmental tests of the usual type may be a serious hindrance since they influence the work to the extent that spontaneity is destroyed, the acquisition of factual knowledge is exaggerated, and teachers unnecessarily rushed. This does not mean that all testing should be done away with. On the contrary, certain tests could be really useful teaching devices, provided they are not given merely for rating purposes.

The following summary is an interpretation of the most important features of the new science program for the junior high schools of the City of Los Angeles, as already described above to some extent.

1. Science has been included in the core

curriculum for the seventh, eighth, and ninth years by providing a three-year science sequence.

2. At the seventh-year level, science is related to the practical arts and household arts.

3. Eighth-year science stands by itself as an independent subject, studied as a series of self-contained units. Teachers have freedom of choice of units within certain prescribed groups.

4. Ninth-year science is a more unified course presented in a rather systematic manner. Freedom is offered in the way each problem can be attacked and developed.

5. Science at the three levels is primarily descriptive.

6. Instead of a single textbook the new courses of study require the use of sets of supplementary books kept in the classroom.

7. There is no clearly recognized or prescribed subject matter, and therefore no "ground" which all teachers are "required to cover."

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A Course in Social Living

Eyla Wooldridge and Mary Cowden

EDITOR'S NOTE: *Mrs. Wooldridge is a teacher of English and Miss Cowden a teacher of history in the Sequoia Union High School, Redwood City, California. They have been active participants in the curriculum-revision program of the school and were brave enough to undertake the innovation of a "fused course" which undertakes to combine English and social studies for the first two years of the high-school program.*

W. M. P.

THE GROWTH in numbers of those attending high school, together with the increased cost in teacher time and effort of the complicated administrative machinery set up for running large, departmentalized secondary educational institutions, has brought in its wake at least three difficulties which have been considered in instituting a new so-called social-living course—briefly, a fusion of English and social studies—as a required two-year, two-period course for all students entering Sequoia Union High School. Each year classes were larger than those of the year before; pupils were graduated into an increasingly complex world neither sufficiently literate to become acquainted with the ideas of others nor articulate enough to express their own; too little attempt was made to increase pupils' understandings of social relationships in a rapidly changing world.

Perhaps a simpler solution might be found. The pupil load might have been reduced merely by hiring more teachers. All teachers—not only English teachers—might have tried to stimulate more reading, more thinking, and more expression and might have criticized more effectively written and oral composition; but with the increase in pupil load of the history teacher, as well as the English teacher, there has resulted a decrease in opportunity for pupil expression and teacher criticism. The objective examination has taken the place of the essay type with a resulting development of guessing

ability. Matters of correct speech and writing have been more and more relegated to the English classroom. Such revisions might have been accomplished with no real changes in the present set-up; but it was decided instead to introduce the new course, in which teachers are now responsible for half as many pupils and have twice as much opportunity for stimulating and criticizing expression. Moreover, all pupils take social studies.

Not only have these major problems in school administration been recognized, but also other pupil needs have been considered. Teachers are frequently reminded of the responsibility of the school for adolescent maladjustment. A good teacher will have an opportunity to get acquainted with individual problems in two hours a day for two years. No teacher, of course, should be allowed to participate in such an experiment who will not be able to meet the pupils with sympathetic understanding. Not only is the teacher more responsible for the pupil, but the pupil at last has found some one to whom he is responsible. He is not being continually shifted from one person to another and from one subject to another, and finds a stability so apt to be lacking in the complicated machinery of large school systems. Not only are there maladjusted pupils who have found no definite place in the scheme of things, but too many do not integrate what they have learned. Trained experts within narrow fields no doubt should be better prepared to present highly specialized courses; but the child, particularly in the first years of high school, has need for a teacher's assistance in integrating the experiences that come to him.

Briefly, then, the new course is an attempt to relieve the teachers of the responsibility of guiding too many personalities, to give better understanding of social studies, to attain high standards of expression, to de-

crease maladjustment, to stabilize high-school life, and to help pupils integrate their experiences.

The main objective for which the content of the course has been chosen is to increase the understanding of the problems of human relationships and to encourage right attitudes towards attempts at solution. The knowledge of the use of tools and proper study procedure is, of course, one of the first steps. To build up this understanding and appreciation of the world we live in the following foundations must be laid, upon which may be reared a harmonious and unified structure, suited to the needs and pleasure of its user:

1. Comprehension, so far as the age and ability of the pupil permit, of the vital problems and issues of the world today—political, social, and economic
2. Appreciation of our artistic and cultural background
3. Development of wider interests for after-school life
4. Establishment of desirable attitudes and loyalties which will help to secure better adjustment of the individual to his world

Comprehension of our problems today must rest, we feel, upon the knowledge and proper understanding of past events, as well as upon the knowledge of current happenings. Our history texts, then, are to supply information concerning the past; our periodicals, accounts of present happenings; our literature, the enrichment of much that we study. Appreciation of our artistic and cultural background can come only with an understanding of the dependence of the modern world upon the past. We live in a world rich with the traditions of beauty carried down through the ages. The treasures of art and literature exist all about us for those who have "eyes to see and ears to hear." One of our biggest tasks is, surely, to train those eyes and ears; one of the surest methods is to employ history and literature to create an awareness of this world which "may be had for the asking."

An enriched background has practical as

well as aesthetic value. Modern youths should become less gullible and more discerning consumers of advertising, motion pictures, and radio—all of which draw heavily upon antiquity for appeal.

The development of wider interests which will carry over into after life is the safest guarantee for a worthy use of leisure. This interest may find expression in reading, which may be directed along many new channels of thought. It may likewise establish new hobbies. The student's appreciation of his cultural inheritance may also be translated into a worth-while use of leisure. He may come to realize as potential sources of pleasures and satisfaction the drama, the symphony, the opera, and concerts. Community theaters and other artistic projects will afford opportunity for participation.

Perhaps the part of the foundation that must bear greatest weight of all is the establishment of attitudes and loyalties. The test of the worth and beauty of the structure will be found there. Will it prove to be solid rock or shifting sand? We can point to no one tangible thing which will serve to establish these loyalties and attitudes. The classroom contacts and discussions, the guidance which the teacher should be able to offer because of the longer, more intimate period of association, the content of the course itself, the stimulus of the ideas of the great writers—all should bear fruit. The student is confronted with a changing world. He must understand the fact that this is a changing world and his is the responsibility for the future. What is worth keeping? What must be cast aside? Ability to think critically must be developed; the need to think independently must be stressed. The importance of being literate and articulate must be realized. Social adjustment will come only through toleration and open-mindedness. There is need of teamwork to secure satisfactory human relationships. Most vital of all, the student must realize that he is building for himself and that nothing outside of himself can matter so much as what he is. Something

within him must be adequate to withstand the attacks of the disintegrating forces which surround him.

The question arose as to what approach to the social-studies core would be best suited to the purpose of the course. Would it be a topical study, a study of contemporary happenings leading backward into the past, or the conventional chronological treatment? We decided upon the chronological treatment approached as a means for understanding our modern problems. The attempt is being made in the first year to deal in a simple way with these problems, touching upon more difficult phases incidentally. The student must be kept aware of these problems and their importance, knowing that he is preparing himself for further study. An enriched background, in whose fertile soil will grow the understanding of our present problems, should provide a means for the more intelligent handling of these problems. The story of early nations is a simple one, with much to appeal to the imagination of adolescent youth. The myths and legends, for example, will normally bring more pleasure to freshmen than to seniors. The student, from his own life experience, can grasp the concept of the primitive world, where the satisfaction of basic wants is the greatest problem. Just as his own life has become more complex as his group relationships have changed and he has made more contacts, so the cultural advance of the races will seem a normal and understandable development to him. The continuity of history, the building up of institutions—in fact, the why of what we are today—will be most apparent from this approach.

To ensure the pupil's grasp of the purpose of this study of the past, it was decided to begin the course with a brief orientation unit, in which a survey of vital problems of our world today should be made. These problems were to be listed largely from the pupils' own experiences and contacts. What causes our problems in social relationships? What difficulties arise because men live in groups?

What are the problems of the home, the school, the larger community groups? What are the problems of health, of government and law enforcement, of economic adjustment, of cultural and religious development of international relationships? A search for an understanding of these particular problems will lead naturally to a study of history. What adjustments to their environment did those ancient peoples make? In what ways did they attempt to solve these problems? Wherein did they err? How can we benefit from their experiences? How have they added to our comfort and pleasure in living?

In developing this introductory approach, each teacher has been free to proceed as he has seen fit. We wish, in these experimental years, to have no cut and dried formulas to follow, but to make possible through various experiences and attempts the ultimate selection of methods and materials proved most worth while through actual use. This preliminary discussion period consumed, on the average, four to five weeks. The work was made as practical as possible. Problems of personal adjustment of the pupils to their new school group were considered, as well as the problems of larger group memberships.

The material for composition, both oral and written, for word study, even for the drill sentences necessary to ensure a knowledge of functional grammar, frequently has been taken from the social-studies material being considered. This means that for at least two hours a day for the first two years pupils are definitely responsible to one teacher for their expression. English is no longer a language for the English classroom only. It is at least twice that important. The social-studies content has vitalized and unified the content of the composition work, which frequently suffered from a lack of creative stimulation. That stimulation has come from a desire to discuss the problems in human relationships which are to form the basis of the social-studies course. A desire for improvement in reading ability has been stimulated by the same means.

The subject matter of the body of the course has been divided into major units, according to the ordinary social-studies usage. The first year's work will contain approximately the following:

What are our problems?

Man's world evolves

Prehistoric man attempts to solve the problems of living

The ancient Orient achieves civilization

The Greeks' search for knowledge and beauty

The Romans organize and rule the world

The medieval world meets new problems

The Renaissance and Reformation turn men's thoughts in new directions

The modern world begins

The second year's work will continue the study from that period to our present era. What other source for enrichment of each unit of such a social-studies course might there be than literature, art, and music? Where better can one turn for aid in gaining an understanding of human relationships?

The literature is presented in various ways. It may be studied by the class as a whole, presented by the teacher, or read by the pupils as supplementary material. In the study of prehistoric times, for example, Kipling's *Laws of the Jungle* was read in some classes. Lists given to students contained names of books dealing with primitive life in early or modern times. We find, then, titles ranging from Jack London's *Before Adam* and Waterloo's *Story of Ab to Robinson Crusoe* and various Indian stories. Man's first problems in living were clarified by this material. The period of the ancient Orient gave opportunity for the study of the rise of literature. Short selections from Egyptian literature were of interest. *Sohrab and Rustum* was read in many classes as a picture of Persian life.

The work in music and art appreciation is necessarily limited. The aim is to give the student some knowledge of the growth of the arts, out of which we hope to develop his respect for their integrity. As much visual material as possible is used in correlating the arts. Some lectures will be given by mem-

bers of the art and music departments. Such illustrative material as records and slides will be utilized.

The work in current events is indeed vital to the course. We need to stress continually the fact that the aim of our study of the past is the illumination of the present. Consequently, we must be aware of what is happening in the present. Every class devotes time to the study of current publications. These present happenings may be grouped in various ways.

1. A surprising number of items deal with the far distant past. They may tell of dinosaurs or the digging up of Carthage. Feeling pride in their own newly developed ability to understand, students are impressed with the fact that newspapers and magazines still consider them newsworthy items.

2. References or allusions in many present-day articles make a knowledge of the past necessary for understanding. Recent discussions in one class centered about a newspaper editorial headed "Mussolini Plans to Spartanize Italy," and a cartoon representing a political candidate for governor as a destructive dinosaur.

3. Many articles may not have any apparent connection with problems so far studied in class but may easily be dealt with as phases of our general problems of community living and international relationship.

The students are beginning to realize that their understanding is growing with the enrichment of their background. Many of these current happenings furnish the basis for discussions concerning the students' responsibilities and attitudes towards the world in which they live. The need for tolerance, open-mindedness, and sane thinking and the importance of becoming literate and articulate make the student realize that there is something in school he wants to get.

The experiment is in progress, an "adventure brave and new"; our attitude we hope to keep one of suspended judgment, but we shall try to evaluate the results. Like Rabbi Ben Ezra, we "shall know," having tried.

The Builders

The young architect smiled tolerantly.

The plans for your house? I haven't any plans.
I'll work this out as I go, intuitively.
I haven't any training either, not of a formal kind;
For architects are born, not made.
This technical stuff is all the bunk—
I've slept in a house,
I've worked in a tower,
I've prayed in a church—
First-hand experience with all of these!
You leave this to me.
I have an abiding faith in myself.
I have gifts.
You will see how I work.
I change dreams into stone.
I'll build your place.
Common-sense is my technique.
Send me the marble—send all the stuff.
My gifted young masons know how.
They too are gifted.
They have never built a house before,
But they cannot fail.
They are eager to be at work.

Another one smiled.
He called himself Hopkins, after the Hopkins who sat on a log.
He smiled complacently:

Send me your children.
I shall impart to them knowledge and wisdom.
I'll take your boys and make them fine men.
I have gifts as a teacher.
Teachers are born.
My deep intuition is something transcendent.
There is no science of teaching;
Pedagogy is theory and theory, nothing practical.
Leave this to me.
I know all about children—
I was recently a child myself.
I shall inspire them as I am inspired.
Teaching is an art, a product of dynamic inspiration.
I have learned all one needs to know of teaching
In my sixteen years experience as pupil and student—
That's what counts—practical experience.
Everything is fully outlined—regents' outlines,
Syllabi, courses of study, questions and answers.
It's all very simple.
Send me your children so that I may practice my art.
I'll teach them the facts I know.
They shall be as wise, almost, as I am.

JOHN CARR DUFF

A High-School Poetry Club

Vincent Hill

EDITOR'S NOTE: Mr. Hill teaches English in the Aberdeen, Washington, High School. As an extra-curricular activity for himself as well as his pupils, he developed a poetry club. His obvious enthusiasm about the club is a possible key to the club's success. Several of Mr. Hill's pupils have written for publication.

W. L. N.

VERSIFICATION is too specialized a thing to attempt in a crowded classroom. Pupils there gain some conception of the mechanics of verse, which always includes free verse, but their intensive work is done in the Poets' Club.

This group is unique among our high-school organizations. Like Topsy, it "just grew." Any one could become a member, the only qualification being that he be interested in poetry, and he himself was the sole judge of that. No records were kept for the first few meetings and organization was forgotten. The suggestion of freedom rather appealed to the children. So theirs is the only group, as far as I know, without officers, constitution, fixed order of conducting meetings, membership dues, or anything of that sort. Even our name was given to us by the secretary in the principal's office, who had to give us some kind of label when announcing our meetings in the daily bulletin. The meetings are held in the evening and always at my home. I have always found the less formal surroundings of the home better for creative work than the school atmosphere with its suggestion of compulsion.

We have two devices in our club which are the nearest approach to formality or set procedure that we have. One is the "Lemon Box," kept in the library and in which we collect the poems. It gets its name from its decoration of a lemon brass band marching around the sides of the box like the trumpeters of Israel around the walls of Jericho. Its name might also be a sort of "tongue-in-cheek" way of indicating the quality of the

verse deposited in it. This device preserves the anonymity of the author and makes criticism freer and easier in our club meetings. However, when the poems are being criticized, we suspect that the one finding the most flaws is the author. The members have developed the ability to dig out what is wrong with their own compositions. Strangely, the others treat them much more kindly. Ours is not a mutual admiration society. The members realize that they should be able to tell why they do or do not like a poem.

The other device is a scrapbook called "The Blurb Book" and only in the use of this book is there any ceremony. Poems which I select as worthy of being saved I type and paste in the book, and it is the privilege and has come to be an honor for the author to autograph and date his poem. To "make" the Blurb Book is to distinguish oneself!

Occasionally our procedure is varied a bit by reading from some of the modern authors. Sometimes we just talk. One night we talked about our conception of God. One might be surprised how much the youngsters think about God. He is very real to them. This poem is the result of that night's talk:

THE GREAT SPIRIT

I hear it calling in the winds at night
And see it in the sun at noonday high;
I see it in the glowing sunrise light,
And in the colors of the western sky,
When sinks the sun in rosy realms of pink
And paints the heavens with a golden ink.

I see it in the embers, glowing red
As still I sit before my evening fire;
And when I go to rest upon my bed
Of balsam boughs I hear it in the lyre
Of stately trees which softly talk and sing
And tell it to me in the dreams they bring.

I hear it in the winter winds and gales,
Which sweep across the hills and lowland plains.
I see it in the tracks of forest trails,

As some wild thing traverses his domains
In search of food or else perhaps his den;
To wait until the dusk comes back again.

J. E. R.

Each member is urged to keep a record of the dates of composition of his poems and take them out every so often to observe the improvement of newer ones over first attempts. Encouragement is given to any budding poet who is beginning to get discouraged. I discourage the tendency to use the iambic or anapestic foot exclusively. (Some one has remarked that eighty-five per cent of English poetry is iambic.) After the youngsters find out, however, that the use of the spondee, for example, gives a different touch to their lines, it is almost equally hard for them to avoid the overuse of this. Most of them are at first a little bewildered to find that poetry is something more than rhyme, but they are eager to discover how the rest of it works. They often say, when they come to the next meeting, "I just tried it out, to see how it works."

I always hesitate to discuss free verse. The first free verse of high-school pupils is entirely too free to have much in it of verse. The best writers are those who have learned to eliminate and condense. There are other ways of learning to write free verse, but no better way than to fit a certain thought into a line of given length, or sometimes, to take a definite stanza form and try to drape a poem over that framework.

This prepares them for the sonnet and the French forms. They usually give these up after one or two attempts. There are too many things to handle. They haven't hands enough for all the tools.

A sonnet that was a bit beyond the average high-school student was dropped into the "Lemon Box" once, and its maturity of outlook and excellence of workmanship made me suspect that some one was playing a practical joke on me. I eventually discovered that the author was a girl member of our club. A very young girl, sixteen or seventeen

at the most. She is mature in her thinking, able to express emotionally that which is within her, and able to do it in one of our most difficult forms. She is perhaps much older than her years.

COMPROMISE

When truth comes out in garments ghastly gray
And tears illusions from the clinging heart,
When love's blind faith and cherished dreams
depart

And all life seems to fall to black decay,
When one has shown himself to be no more
Than just another mortal being, not
The idol of perfection one has thought—
What is there to bring back our dreams, restore
Sweet peace of mind? It is that we should know
There's no perfection in mortality
And still no evil black and absolute.
In seeking good in mankind none should go
Beyond the realm that bounds mortality,
Lest he return dreamless and destitute.

L. R.

Of the poems written, few have been humorous. The last four or five pages of the Blurb Book are devoted to humorous poetry. To the adolescent life is real, life is earnest, and there is no room for much funny poetry. I think the explanation is that most adolescent poetry is simply a manifestation of adolescence rather than an overflowing of true poetic spirit. The things which bother the adolescent are certainly not the funny things.

Is it worth while to develop poetry among high-school students? I think it is. Often those who come to the Poetry Club can find no other way of expressing themselves—cannot debate, or sing, or play. They welcome a club which enables them to do something which is individualistic. They may not become poets, but they will have learned to discover themselves. If it were not for this opportunity to discover latent genius, many a Milton would waste himself on the desert air. Even with the risk that many inferior Miltons may pollute the air with bad rhymes, we still continue to teach the young mind how to sprout iambically.

Visualization of Today's High-School Curriculum

Marian Evans

EDITOR'S NOTE: *Miss Marian Evans is supervisor of visual education for the San Diego, California, city schools. We feel that her discussion of the potential values inherent in visual aids is of distinct interest.*

W. L. N.

VISUALIZATION of the rapidly changing world of today in contrast with the life of the past is one of the most significant phases of the present renaissance in secondary education.

Sudden and profound changes in the social-economic life of America are making definite demands upon the high school to effect immediate changes in the content of the curriculum so as to give a greater emphasis upon present-day conditions. Clyde M. Hill of Yale University states that

the same social currents that are upsetting our economic system are creating new and powerful demands upon education. . . . Institutions which were developed to meet the exigencies of one social order are now called upon in the twinkling of an eye to satisfy the needs of a new social order, which is itself but ill defined and changing with dizzying rapidity. The high-school program of today must be organized, not around traditional subjects but around the study of current and predictable near-future social problems in which there is common interest.

If we are to accept this challenge, it means that the approach to all subjects shall be in terms of the "here" and the "now" in the lives of the students and that the core of the new secondary curriculum must become a truly balanced program of the three L's—*learn* by the past, *live* in the present, and *look* to the future.

If modern youth is to be taught the important lesson of how courageously to face problems and make necessary changes in present-day conditions, high schools can no longer evade local issues and current world

problems because they cannot yet be found in available textbooks. Visual aids can meet this urgent demand for a type of teaching material which must be quickly produced and economically discarded when the subject becomes obsolete.

Progressive schools today are carefully selecting their teaching tools so as to give each individual student an opportunity to see the world through his own eyes and also to know life as interpreted by others. Books, paintings, and musical compositions, through abstract word symbols, forms, and lines, bring to youth the findings and interpretations of others regarding the world and its activities. Real objects and photographic records, through concrete images, bring the whole wide world to him, enabling him to face it squarely and interpret it in terms of his own interests and understanding. Both types of experience are essential to the growth of the individual if we are to expect him not only to see the world but to interpret it and not only to know life but to contribute towards it.

If secondary education is now attempting to preserve the fine and worth-while contributions of the past, to offer opportunities to observe and appreciate life of today, and to inspire students to want to plan and create a more perfect future social order the curriculum must be visualized in such a way as to give youth two distinct views of life. These two pictures of life might well be used as the basis for the selection of all pictorial collections whether these be established as individual school picture libraries or as large visual-education centers.

One view would show the visual aids so selected and arranged as to present a pictorial review of the continuous story of man

against a background of ever changing environmental settings from primitive times to the present. From this panorama view of the past, the student as a spectator would gain an appreciation of the best in the art, culture, and scientific progress of his social inheritance. Such pictures arranged in small subject units in sequence to trace the whole human adventure might well form the nucleus of the sections of the visual-aid library. These pictures might be considered as the most permanent part of the collection, covering practically every subject of the curriculum. Such units would of course be adapted to meet the needs and interests of each local school course of study and might be reorganized or adapted as changes were made in the curriculum.

The second view would show visual aids so selected and organized as to give a pictorial preview of the drama of the living present in which the youthful school citizen should be given an opportunity to play his part. Such pictures would visualize current news events, scientific inventions, political programs, economic and social problems, and recreational and creative accomplishments of the times. These visual aids would represent the temporary, flexible type of illustrative material which would have to be economically collected or produced and discarded after they had served their timely purpose.

In order to meet the demand of schools for these two types of necessary illustrative materials, production for pupil and teacher use has become one of the most important phases of the visual-education program in school systems as commercial companies cannot supply certain types of current visual aids. While it may be true that "overproduction and underconsumption" are two of the chief problems of the world today we know that it is a case of "underproduction and overconsumption" of available illustrative materials in the school world. Definite procedure in the production of visual aids has now been devised. First, the course-of-study committees submit lists of subjects or units

which need illustrative materials. The subjects which are in greatest demand are chartered for production and photographs are made by the staff photographers as the schedule permits. As pictures, slides, and films are completed by the photographic laboratory these are turned over to the research department of the visual-instruction center for mounting, labeling, organization, and cataloguing and are then ready for distribution to schools.

One of the conditions which makes this the time to emphasize production activities is the fact that school departments are now receiving invaluable help from skilled artists, curators, cabinet makers, and photographers who have been assigned to educational projects under Federal and State employment funds. Under the supervision of the curriculum divisions and visual-education departments a wealth of objective and pictorial materials is now being produced for school use.

A visit to one of these Federal school-production laboratories reveals a great variety of visual aids in the making. In one corner we see an artist completing a series of large colored canvasses of some local industry such as tuna fishing, while another artist beside him is putting the finishing touches upon a large painting of a street scene in Mexico City which portrays in minute detail the costumes and customs of the people and their environmental setting in authentic reproduction. A series of miniature models illustrating early explorers and settlers of San Diego, mission life, and other subjects from local history are being modeled with scenic backgrounds by another worker. Stenciled drawings of various forms of modern architecture and mechanical drawing sketches are being duplicated on a mimeograph machine for distribution to teachers. Slides on local birds, sea life, and reptiles are being colored from real specimens in the Natural History Museum and the zoo. Photographers are out in the field taking pictures of regional geography, geological rock formations, and historical landmarks, while one motion-picture

cameraman is producing a film depicting the health activities of the schools.

Thus, the photographic production program of a visual-education department furnishes a steady stream of new materials which enables the curriculum to be kept up-to-date and abreast of current issues. By using the great common interests and universal aspects of man's life as the foundation blocks in building new curriculum units the social, vocational, recreational, and health needs of man are being visualized today so that high-school students can frankly face the present controversial issues on social, economic, and political questions which they, as citizens, will be called upon to answer.

In addition to serving as a collecting, selecting, organizing, and distributing center for illustrative materials, progressive visual-education departments serve the individual schools in several other capacities. They act as a testing division for evaluating present and future developments in visual equipment, recommending standardization of portable classroom projectors and screens based upon such standards as safety, economy, durability, adaptability, portability, simplicity, and projection quality. Visual-education departments also serve in an advisory capacity in the supervision of student-and-teacher made motion-picture productions and give instruction to student classes in photography and to high-school camera clubs. Since photography is proving of vocational value and of avocational interest to many high-school students appreciation of pictures is being taught from two approaches. First, students are learning to appreciate the world of nature, industry, and art as expressed in the pictorial impressions of camera artists and motion-picture film producers and, second, students are learning to speak the language of pictures by exploring the world and recording life as they see it.

As examples of very creditable high-school motion-picture production work I

might cite a few recent films. *The Trade's the Thing* made by students and teachers of the Frank Wiggins Trade School of Los Angeles under the supervision of Howard A. Campion is probably the best student-made vocational-guidance film yet produced. Another valuable and unique film now in production is *The Huntington Library* which is being made by the art, history, and English departments of the Garfield High School in Los Angeles. One hundred and four students in an experimental group are participating under the direction of D. W. Adamson, vice principal, Miss Marjorie D. Brown, English teacher, supervising the editing, continuity, and dialogue, and Mr. Virgil Best, science teacher overseeing the photography. San Diego High School having made a film on aviation several years ago is now producing a film on gliders which will show various models including the latest invention by Charles Freel, a student, who has designed a new streamline fuselageless model known as the *Flying Wing* and said to represent a revolutionary change in glider and aviation technique.

Another important function of a visual instruction center is to serve as a teacher-training and advisory bureau in the technique and use of visual-sensory materials. A simple measuring device to evaluate the use of visual aids is recommended which may be applied to the teaching of any lesson in any subject. The teacher is asked to consider visual instruction in a natural setting with other sensory experiences as the prologue of each dynamic lesson which is to be climaxed by productive thought and concluded with the epilogue of creative expression in some form of mental, physical, or emotional pupil activity. Following this natural triangle of the three phases of a learning situation, namely, sensory experience, productive thought, and creative expression, visual education becomes a refreshing force in today's evolutionary curriculum.

School Law Review

Daniel R. Hodgdon

EVADING THE TENURE LAW

It is highly significant that in the last State Department official report, volume 49, the great majority of cases affecting tenure passed upon by the Commissioner of Education have been decided against the teachers. In reviewing these cases one is left with many questions of doubt as to the wisdom of the decisions and as to the correct interpretations of the law. Many of these cases should be appealed to a higher court where the technical questions involved could be reviewed by trained experts in the law such as appellate court justices or court of appeal justices.

It is a strange commentary upon the teaching profession of New York State that they as a class have been denied the right to have issues involving questions of the law decided by competent, highly trained, and experienced judges, instead of lawyers who have had no experience whatsoever on the bench and little or no experience as practising attorneys. Such a condition is one that fortunately does not exist in the majority of States. New Jersey, for example, under the splendid leadership of Drs. Calvin N. Kendall and A. B. Meredith developed a splendid appeal system where all questions are reviewed and the law passed upon by highly competent judges. In the words of one educator, such a system gives the possibility of fairness to all individuals concerned.

There is no class of people in New York State who would be willing to leave decisions absolutely to a magistrate in a lower court. No matter what mistakes such a magistrate might make there would be no appeal from his decisions if such were the case, and a great amount of injustice would be done. This conclusion is natural when one considers the number of errors made even by a well-trained justice of the Supreme Court. In States where there have been appeals, the decision of the commissioner has been frequently reversed by the courts and definite, complete, concise reasons given as to why the reversal was necessary.

In New York State the situation as far as teachers is concerned takes away a fundamental constitutional right and reverts to a practice deserted hundreds of years ago because it produced so much injustice. If the decisions continue to be as detrimental to the Tenure Law as they have been in the past year, there will be no necessity for repealing the Tenure Law. The Tenure Law will be narrowed down to a small and insignificant interpretation and its effectiveness ingloriously de-

stroyed. The Tenure Law was established to prevent certain abuses which existed against the teachers as a class. The ordinary law of employer and employee was modified so as to prevent political interference, personal grievances, animosity of school board members and superiors, and other forms of pressure which made a teacher who wished to do a good job insecure and uncertain in a public service in which he had spent his life.

The Tenure Law was intended to give to teachers as a class a freedom which would provide an opportunity to devote their energies and their time to their work and to provide a better atmosphere for children to be taught in. In other words, it was to raise the morale of the teachers of the State and to give them an opportunity to devote earnestly their time and energy to the training of the oncoming generation. It was recognized that teachers were not ordinary employees to be hired and fired like mill hands or factory workers or corporation stenographers, but that they were public servants devoting their life to public service. To accomplish this, they should be placed in a happy situation without being harassed or bullied by extraneous pressure and unpleasant situations totally foreign to the development and maintenance of a high-school morale. A happy and contented teacher makes for a successful class of children.

Space allows the review of only two important cases. In one instance, the teacher was appointed in the fall of 1926 as an instructor in a new junior high school which had just been established. The city had tenure. The teacher's duties were primarily to register a class of overage pupils who were doing a special type of junior-high-school work which had been worked out by the principal under the direction of the superintendent of schools. He was also to teach other junior-high-school subjects. As time went on the special class in this junior high school was more or less absorbed in the general routine of the high school and the teacher was given specific subjects to teach as a regular faculty member of the junior high school. The teacher continued to be employed in this school for seven years. During the last year of his employment he was transferred to a continuation school. At the close of the school year of 1933 the continuation school was discontinued and the teacher was notified that his services were no longer required, although he had obtained tenure as a junior-high-school teacher.

The teacher appealed to the commissioner who

rightfully held that the teacher was on tenure and could not be summarily dismissed and ordered the board of education to replace him. The teacher, however, was not put back in his old job, but was transferred to an elementary-school job and put into a type of work with which he was totally unfamiliar. He felt that this was done as punishment for having asserted his right to appeal the decision to the commissioner. The teacher again appealed to the commissioner to be placed in the same type of work where he had established his tenure; namely, in the junior high school. For nearly one year this case remained before the commissioner. One can easily see what the moral effect would be upon such a teacher who every morning had to meet a class and do work entirely foreign to his experience—certainly an unhappy situation and one which is not conducive to the best interests of children.

About a year elapsed before the decision came through on this question which should have been decided promptly. No doubt a Supreme Court decision of the State would have reviewed carefully every element of the case and covered it completely. The final decision is astounding.

In spite of the fact that the testimonial of the principal under whom the teacher worked and the testimony of those who made out the program of work showed that the teacher had taught in the same junior high school for more than six years and that his duties as a teacher had been similar for more than six years, the commissioner held that the teacher had been three years a junior-high-school teacher and three years an elementary-school teacher, although in the entire six years he had not changed his position or changed the type of his work or left the school, except for a brief period of a few months. Naturally, a holding in the face of the evidence tends to make teachers in any school feel that tenure has little or no meaning.

The commissioner based his decision apparently upon some secret record of the board of education, unknown to the teacher. In other words, the board claimed that although he was in the junior high school, he was not rated as a junior-high-school teacher. Yet the commissioner holds that the last three years out of the six he was a junior-high-school teacher and the first three years out of the six he was not a junior-high-school teacher in spite of the fact that the nature of his work and duties had not changed during the six previous years.

This procedure has opened a way whereby a board of education can easily evade the Tenure Law by simply rating the teacher on private records differently for each set of three years. The teacher need not be notified or have any information regarding his particular designation of position. In other words, under this decision, no teacher could

acquire tenure if this device was willfully and knowingly practised by an unscrupulous board of education (46 State Department Reports 96).

Another important case involves a tenure right of a teacher who was a full-time day teacher of adult education. She had been employed under the understanding and with the belief that she was to be rated on the salary schedule as a high-school teacher. She received her increment of \$150 each year, the increment received by high-school teachers, up to and including the year 1931 to 1932. The next year she was paid an increment of \$125 and the following year she received no increment. The board of education failed to take into consideration the effect upon the morale of this teacher of such procedure and also the moral obligation which seemed implied from the salary increments.

The board of education acting under a right given to it by the Education Law abolished the position of full-time day teacher of adult education. They then reappointed the teacher to a class of overage, subnormal children at a salary of about \$1,900. In other words, from Friday night of one week to Monday of the next she was dropped from a salary of \$3,225 annually to a salary of \$1,900. She was to teach practically the same subjects and to do practically the same amount of work and, in fact, used many of the textbooks that she had been using in her previous class. The two teaching problems and the teaching processes were similar. In this decision, the commissioner has departed from the general rule laid down by the courts regarding the word "similar."

Section 881 of the Education Law reads: "For the performance of duties similar . . . there shall be no reduction of salary or increment." The law distinctly calls attention to duties to be performed and not to the age of the pupils or to the school or the type of work. The commissioner has held that the differences in ages of the pupils does not create a similar position; but the law says nothing regarding positions or ages. The teacher's right is acquired by similar duties. The commissioner entirely avoids this issue and further, it would seem, erroneously holds that such a teacher is not on the salary schedule, although the law requires the salary schedule to be filed for all teachers in the system. The meaning of the word "similar" as assigned by the courts of New York and generally in other States is: nearly corresponding; resembling; somewhat alike; having a general likeness, but not identical or the same. The word "similar" in the language of the court does not mean identical. The legislature did not intend it to mean identical. In fact, it seems that the words "like duties" were struck out from the original bill and "similar" substituted to meet this situation

(Continued on page 380)

Book Reviews

An Introduction to Teaching and Learning, by GERALD A. YOAKHAM AND ROBERT G. SIMPSON. New York: The Macmillan Company, 498 pages, \$2.50

The authors have divided the book into five parts. The first part deals with "Fundamental Principles" and includes the first chapter. The second part is entitled "Activities and Techniques of Teaching." It covers eleven chapters and treats the teacher's responsibility in classroom work. The third part, "Techniques and Activities of Learning," reveals the pupil's part in the learning process. Part three covers seven chapters. Part four, covering five chapters, presents "The Media of Teaching and Learning." "Teaching and Learning" by wholes is discussed in the last chapter of the book which constitutes Part V.

On the whole, the book gives a rather orthodox treatment of classroom methodology. Chapters headed drill, review, motor learning, and lesson planning reveal adherence to the customary classification.

Part IV dealing with the media of teaching and learning is restricted to the verbal, linguistic, and wordy approach. The authors seem to have neglected to a considerable degree illustrations, visual aids, museums, radio, motion pictures, and other excellent media of life as it exists.

It is to be lamented that the authors tried to cover the whole field of measurement in one chapter. This resulted in a very inadequate treatment of the various statistical measures, particularly the median. Other phases of the chapter referring to the purpose, construction, and use of tests are up to par.

Integrated teaching and learning activities covered in the last chapter represent the bright spot of the book. The book ought to be valuable in helping the beginner to understand the customary classroom situation. The authors propose to give actual practice in applying the principles discussed in the text in an accompanying manual, entitled, "Directed Study and Observation of Teaching." This may add to the value of the text.

E. R. G.

Economic History of the South, by EMORY Q. HAWK. New York: Prentice-Hall, Inc., 1934, 545 pages.

The author has presented an interesting volume in spite of a large array of statistics. Neither is it an encyclopedia of economic data. It is well written for college use as a textbook or for general eco-

nomie reference. The material seems to be gathered in an unbiased fashion and the point of view has been developed from the material gathered. For example, the author uses such material as plantation diaries to prove that the upperclass was not rolling in wealth and enjoying a life of extreme ease.

It appears to the reviewer that the author has not given sufficient emphasis to present-day economic problems. The allotment of pages according to dates is as follows: 197 pages to the period prior to 1783; 226 pages for 1783-1860; and 122 pages for 1860-1934.

C. M. BENNETT

Healthful Living (Second Revised Edition), by JESSE FEIRING WILLIAMS. New York: The Macmillan Company, 1934, 622 pages.

Healthful Living is pitched to the level for teachers of physiology who contact students above the sixth grade. Teachers of younger children can very readily use this as a text for stories and illustrations of which the children never tire. The book is designed not to make us overconscious of disease or of health, but to give facts on which we can safely regulate our living. The author defines perfect health as "that condition in which all the or-

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gans of the body, including the nervous system, are working efficiently towards the fullest possible life . . . mind and body both need a firm, purposeful spirit to guide them."

The questions at the end of each chapter should be very helpful in arousing the interests of students. Many of the experiments can be used in a high-school physiology laboratory, although the book is not designed as a laboratory text. It is a little difficult for the author to get away from the technical and medical approach to some problems such as cell histology, parts of a tooth, openings into the pharynx, etc. Children can learn of and appreciate the physiology and hygiene of digestion without puzzling over enterokinase, erepsin, etc.

It is also a little unfortunate in these years when youth is so interested in knowing about the workings of the body that Dr. Williams should be so conservative as to include but seven lines on the problems of the reproductive system as compared to fifty-two lines on the circulation of the blood. Too often in these modern days we bring children right up to the vital problems of life and then leave them hanging in midair.

The chapters on "Health Problems of the Machine Age" and "The Modern View of Health" are interestingly written and should stimulate interest on the part of both the teacher and the student. The book concludes with a fairly comprehensive

glossary and many interesting plates. This second revision of Dr. Williams's book strengthens it very much as compared to the former editions.

JAY B. NASH

School Law Review

(Continued from page 378)

and prevent boards of education from evading the Tenure Law by slight changes in duties.

Under the commissioner's decision and under a subsequent decision, the commissioner has destroyed the effectiveness of this part of the law, so that almost any device can be used to destroy a teacher's tenure. This has opened the way for the total destruction of tenure through slight changes in duties or in organization. This effectively destroys the protection of the Tenure Law. The teacher believed that because she had asserted her legal rights and appealed to the commissioner, the board retaliated by depriving her of her position entirely. No doubt these decisions would be reversed in a court of appeals since the court is very zealous in preventing circumvention of the law and seldom interprets it in narrow ways. The tendency of the court is to get behind the law and to decide cases according to the spirit and reasons for placing the law on the statute books (49 State Department Reports 355).

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Instructional Tests in French, by JOHN GUY FOWKES AND CHARLES E. YOUNG. New York: Houghton Mifflin Company, 1934, xvi + 120 pages, \$.68.

These instructional tests and added study material (adaptable to the most commonly used textbooks in French) are designed to be used in the first semester's work for students in first-year French in high schools and universities. While it is a dangerous practice to plan a book for three different levels of instruction, the fact is that it has been proved that high school, college, and university students do not show remarkable differences in their attainments in the first year of modern language work and may well use the same texts for the early period of language work.

These tests contain a considerable variety of types and exercises such as multiple-choice, completion, true and false, substitution, translation, matching, etc. They are, therefore, good from the point of view of affording varied practice to the students as well as a good preparation for the new types of examinations. The weighting of the items is well worked out and the method of scoring is simple so that the overburdened teacher will correct them easily or can call in outside and untrained help. They constitute a very practical guidance and help in making homework and supervised study more purposeful.

There are, however, a few minor details here and there that mar the excellence of this workbook. The authors and their collaborators allowed a number of examples of poor French to creep in, such as *insects for insectes*; *il y a beaucoup de mal dans le monde*; *apercevoir un objet est assez pour le reconnaître*. The authors might have listed a number of grammars with which their tests might be used with better effect.

H. C. OLINGER

Creative Expression, edited for the Progressive Education Association by GERTRUDE HARTMAN AND ANN SHUMAKER. New York: The John Day Company, 1932, 350 pages.

This beautiful book contains articles reprinted from four special numbers of *Progressive Education* dealing with creative expression in art, music, literature, and dramatics. It is profusely illustrated. It should serve as a standard reference book for all teachers who are interested in the expressional activities of children.

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